Hoenshel's Advanced Grammar

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HOENSHEL'S

ADVANCED GRAMMAR.

BY

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PREFACE.

THERE are at least two different ideas as to the office of English grammar:

1. It is merely a record of usage.

2. It makes rules to govern usage.

Some grammars are written in accordance with the first idea, and some in accordance with the last; but the present author believes that the real office of a text-book on English grammar is a combination of both ideas. While it is true that good usage makes rules, it is equally true that rules govern good usage. Simply to record examples from the so-called masters of our literature would leave the student in a maze of confusion. Examples can be selected from the writings of the greatest authors in support of the most flagrant violations of well-established rules of syntax. Numerous sentences can be found having the objective case in predicate with *be;* as, "That's her"; "It will not be me." Also, sentences can be found containing the nominative forms after the prepositions *but* and *save*. This book takes the view that such expressions are incorrect — even if used by good writers some years ago — and that it is part of the province of English grammar to give rules for the government of present and future usage. The aim has been to follow the *best*

usage, and to deduce from such usage a system of rules that should not be violated.

On the other hand, the author recognizes that, to some extent, the grammar must adapt itself to the existing literature, and that usage does not always agree with itself.

* * *

This book is a continuation of the author's Elementary Grammar, and contains work for the Sixth, Seventh, and Eighth Grades. The Sixth Grade contains a concise review of the Elementary, but presents a broader and deeper treatment of the subject. The Seventh Grade treats of the more difficult points, repeating nothing found in Grade 6. Grades 6 and 7 furnish a course in grammar sufficient for all ordinary purposes. The Eighth Grade contains a complete and philosophical review, presenting a logical classification of the subject. This grade also contains a discussion of many interesting topics, especially those about which authors disagree.

Both books of the series follow the plan used in the author's Complete Grammar, published two years ago. In every grade, from the Third to the Eighth inclusive, and in almost every lesson, will be found exercises in etymology, analysis, and syntax.

This is not the usual plan. In nearly all grammars one part of the book is devoted to etymology, another part to analysis (or diagrams), and still another part to syntax; so that pupils must complete the entire

book in order to obtain any knowledge whatever of some of the most important subjects of grammar. But when it is remembered that more than half of those entering school quit before completing the ordinary text-book on grammar, it will be seen that the usual plan is not the best. Besides, these three divisions of grammar are so intimately related that the study of any one aids in the study of the other two, and some points of any one cannot be well understood without a knowledge of the other two. It is certainly better to treat the subject in circles, each circle giving a broader and deeper view of the subject than the preceding.

It is believed that teachers will find the following distinguishing features in the book:

1. It is practical. No useless lumber has been inserted.

2. It is teachable. Any teacher of ordinary ability can be successful with it.

3. Large amount of constructive work — more than in any other advanced grammar published.

4. A simple and comprehensive system of diagrams.

5. The division of the work into grades.

E. J. HOENSHEL.

SEPTEMBER, 1899.

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SIXTH GRADE.

To the Teacher: The work of the first five grades will be found in the author's "Elementary Grammar."

In addition to the work outlined here, pupils should prepare one composition each week. This may be a description, a narrative, a letter, or a reproduction. Usually, two days should be given to each composition. Do not be satisfied with anything inferior to the pupil's best.

LESSON I.

THE PARTS OF SPEECH.

1. The words we use in speaking and writing are divided into Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions, and Interjections.

2. A Noun is the name of anything.

3. A Pronoun is a word used instead of a noun.

4. An Adjective is a word used to modify a noun or pronoun.

5. A Verb is a word that denotes action or being.

6. An Adverb is a word used to modify a verb, an adjective, or an adverb.

7. A Preposition is a word that shows the relation of its object to some other word in the sentence.

8. A Conjunction is a word used to connect words, phrases, and clauses.

9. An Interjection is a word used to denote strong feeling or emotion.

10. These eight classes of words are called **Parts of Speech.**

11. Write sentences until you have used at least one word of each part of speech.

LESSON II.

SENTENCES—CLASSIFICATION.

1. A Sentence is a thought expressed by words.

2. If you examine the following sentences you will notice that a sentence may be used to make a statement, to ask a question, to make a command, or to make an exclamation:

1. The rose is beautiful.
2. Was the river swift?
3. Bring your book.
4. How high that bird flies!

3. A Declarative Sentence is one used in making a statement.

4. An Interrogative Sentence is one used in asking a question.

5. An Imperative Sentence is one used in making a command.

6. An Exclamatory Sentence is one used in an exclamation, or in expressing strong feeling or emotion.

7. Write a declarative, an interrogative, an imperative, and an exclamatory sentence with each of these words:

bells	ocean	storm
child	flag	dove

LESSON III.

SUBJECT, PREDICATE, AND OBJECT.

1. Every sentence has two parts. The first part tells what we are speaking about, and the second part tells what we say about the first part.

2. The Subject of a sentence represents that of which something is said.

3. The Predicate of a sentence tells what is said of the subject.

4. Name the subject and predicate of each of these sentences:

1. Smoke curls.	5. Serpents crawl.
2. Ice melts.	6. Bees work.
3. Dew sparkles.	7. Brooks babble.
4. Birds chirp.	8. Grass grows.

5. If we write "Horses draw—," we easily decide that **horses** is the subject and **draw** is the predicate, but we know that the sentence is not completed, because there is no word that tells **what** they draw.

This word is called the Object of the sentence. "Horses draw wagons."

6. Name the subject, predicate, and object of these sentences:

1. Poets write poems.
2. Artists paint pictures.
3. Carpenters build houses.
4. Birds make nests.
5. Armies gain victories.
6. Brutus stabbed Cæsar.
7. Roger Williams founded Rhode Island.
8. Wolfe captured Quebec.

7. The predicate may contain more than one word; as, "The work has been completed." In this sentence **has been completed** is the predicate.

LESSON IV.

MODIFIERS.

1. Notice these diagrams:

1. Wolves | howl.

2. Explorers | have discovered
islands.

The subject and predicate are written on a heavy horizontal line, and are separated by a short vertical line.

The object is written on a lighter line placed after the predicate and a little below it.

2. Diagram the sentences in paragraphs 4 and 6 of the preceding lesson.

3. When a word adds something to the meaning of another, or changes or modifies the meaning of another, it is called a **Modifier** of that word; as—

The long train moves very slowly.

The and **long** modify **train**, **slowly** modifies **moves**, and **very** modifies **slowly.**

4. Write three sentences, each containing *—

1. A modified subject and a modified predicate.
2. A modified subject, a modified predicate, and a modified object.

LESSON V.

DIAGRAMS.

1. Notice this diagram:



Modifiers are written on light lines, and are placed under the words they modify.

2. Diagram these sentences:

1. All men must die.
2. The ranks were quickly broken.
3. Few men have ever behaved so well.
4. Too much time was wasted.
5. The cold wind drives the fallen leaves.
6. The lark sings joyously.
7. So brave a deed cannot be too warmly commended.
8. I met a little cottage girl.

* This calls for six sentences—three for each heading under the paragraph.

9. You learn your lessons quickly.
10. The Greeks loved the fine arts.
11. They have sung that song remarkably well.
12. He has sent away the ship.

3. Write one sentence for each of the diagrams used in diagramming the first five of the preceding sentences.

LESSON VI.

DIAGRAMMING — Continued.

1. There may be more than one subject for the same predicate, more than one predicate for the same subject, or more than one object for the same predicate; as —

1. Brooks and rivers flow.
2. Horses walk, trot, and run.
3. Cities have streets and alleys.

2. The same sentence may have two or more subjects, two or more predicates, and two or more objects; as —

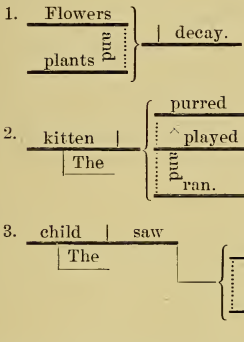
Boys and girls study and recite grammar and arithmetic.

3. Two or more subjects for the same predicate are called a **Compound Subject,** two or more predicates for the same subject are called a **Compound Predicate,** and two or more objects for the same predicate are called a **Compound Object.**

4. Write two sentences, each containing —

1. A compound subject.
2. A compound predicate.
3. A compound object.
4. A compound subject and a compound predicate.
5. A compound subject, a compound predicate, and a compound object.

5. Notice these diagrams:



In the second diagram, **and** is left out between **purred** and **played.** Its place is marked with a cross (×).

6. Diagram these sentences:

1. Days, months, years, and ages will circle away.
2. A complete success or an entire failure was anticipated.
3. Empires rise and fall.
4. The miners found gold, silver, and copper.
5. The prisoners dug a tunnel and escaped.

LESSON VII.

PHRASES.

1. There are many groups of words, properly put together, but having neither subject nor predicate. These groups are called Phrases.

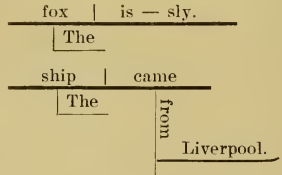
2. A Phrase is a group of words properly put together but not expressing a thought.

3. A word may be modified by a phrase; as—

A company of soldiers marched into the city.

The phrase "of soldiers" modifies **company**, and the phrase "into the city" modifies **marched.**

4. Notice these diagrams:



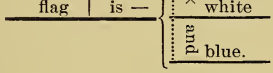
Sly is an adjective modifying **fox,** but it is part of the predicate. Notice the dash between **is** and **sly.**

A phrase is placed under the word it modifies. The preposition line extends below the line on which the object of the preposition is written.

5. Diagram these sentences:

1. Albany and Rochester are in New York.
2. Gold is found in Montana, Colorado, and California.
3. The top of the mountain is covered with snow.
4. The capital of Virginia is on the James.

5. The greater portion of Africa belongs to Europeans.
6. The Danube and the Volga are in Europe.
7. The valley of the Nile is very fertile.
8. The soldier immediately seized his gun and boldly attacked the intruder.
9. The flag of the United States is red, white, and blue.



10. The colors of the society are red and green.
11. The Mississippi rises in the State of Minnesota, and empties into the Gulf of Mexico.
12. In summer the rays of the sun are warm and pleasant.

LESSON VIII.

NOUNS — CLASSIFICATION.

1. A Noun is the name of anything; as, **Chicago, city, boy, peace.**

2. A Proper Noun is the name of a particular person, place, or thing; as, **Charles, London, Towser.**

3. A Common Noun is a general name, and can be applied to any one of a class; as, **boy, city, dog.**

4. Some nouns are the names of groups of persons or things; as, **audience, fleet, herd.** Such nouns are called **Collective Nouns.**

5. A Collective Noun is a name applied to a group of objects; as, **flock, swarm, company.**

6. Some nouns are applied to qualities or conditions of persons or things; as, **wisdom, cold, height.**

We can think of **wisdom, cold,** and **height** without reference to any particular person or thing that is wise, cold, or high. Such nouns are called **Abstract Nouns.**

7. An Abstract Noun is the name of a quality, not of a substance;* as, **beauty, virtue, whiteness.**

8. Name the collective and the abstract nouns found in this list:

drove	jury	beauty	class
strength	cheerfulness	choir	sorrow
politeness	assembly	truth	crowd

9. Write three collective and three abstract nouns not mentioned in the preceding five paragraphs.

LESSON IX.

REVIEW.

1. Write two sentences, each containing a noun that is the name of —

1. A class of animals.
2. A class of trees.
3. A class of buildings.
4. A class of flowers.
5. A special animal.
6. A special building.
7. A special book.
8. A class of books.

* A substance is anything that has weight.

2. Write a sentence containing a noun that names a collection of —

1. Bees.
2. Soldiers.
3. Sailors.
4. Buffaloes.
5. Fish.
6. Wolves.
7. Chickens.
8. Thieves.

3. Write a sentence containing an abstract noun meaning nearly the same as —

1. Beautiful.
2. Cheerful.
3. Sweet.
4. Proud.
5. Deceive.
6. Truthful.
7. Strong.
8. High.
9. Wide.
10. Hard.
11. Wise.
12. Bright.

LESSON X.

PUNCTUATION AND CAPITALS.

1. A capital letter should be used —

1. For the first letter of every sentence.
2. For the first letter of every proper noun.
3. For the first letter of every line of poetry.
4. For the first letter of every direct quotation.
5. For initials that represent proper nouns.
6. For the words **I** and **O**.
7. For the first letter of all names applied to the Deity.
8. For the first letter of the days of the week and the months of the year.

2. Write one sentence to illustrate each of the above rules.

3. A period should be used —

1. At the close of each declarative and imperative sentence.
2. After each initial.
3. After every abbreviation.

4. Write one sentence to illustrate each of the three rules for the use of the period.

5. A comma should be used —

1. To separate the name of the person addressed from the remainder of the sentence.
2. To separate the words of a series. The word **and** is seldom used except between the last two of a series; but if **and** is used between every two, no comma should be used.
3. To separate two adjectives modifying the same noun when **and** is omitted.

6. The following sentences will illustrate the rules for the use of the comma:

1. Jennie, will you assist me?
2. Will you assist me, Jennie?
3. Will you, Jennie, assist me?
4. Gold, silver, and copper are found in Montana.
5. Gold and silver and copper are found in Montana.
6. A long, difficult lesson was recited.
7. A long and difficult lesson was recited.

7. The interrogation point should be used at the close of every interrogative sentence.

8. Write sentences illustrating the rules for the use of the comma and interrogation point.

LESSON XI.

GENDER.

1. Several parts of speech are subject to changes in form and meaning; as, lion, lioness; tree, trees; boy, boy's; small, smaller; walk, walks. Such changes of form or meaning are called **Properties,** or **Modifications.**

2. The modifications of nouns and pronouns are **Gender, Person, Number,** and **Case.**

3. Gender is a distinction of nouns and pronouns in regard to sex.

4. Nouns and pronouns that refer to males are of the **Masculine Gender;** as, **brother, he, Charles, king.**

5. Nouns and pronouns that refer to females are of the **Feminine Gender;** as, **sister, she, Laura, queen.**

6. Nouns and pronouns that refer to objects neither male nor female are of the **Neuter Gender;** as, **river, it, city, house.**

7. Nouns and pronouns that refer to either males or females, or both, are of the **Common Gender;** as, **parent, bird, they, children.**

8. Notice these nouns:

brother, sister; lion, lioness; man-servant, maid-servant.

You will notice that the gender of nouns is shown in different ways.

9. The gender of nouns is indicated in three ways: by using different words, by using different endings, and by placing different words before nouns of the common gender.

10. Copy these masculine nouns, and opposite each write the corresponding feminine form:

emperor	actor	duke	Mr.
nephew	tiger	grandfather	prince
uncle	gentleman	landlord	beau

LESSON XII.

GENDER — Continued.

1. Name the gender of each noun in these sentences:

1. The Greeks were brave soldiers.
2. The moon receives its light from the sun.
3. Solomon had sheep, oxen, men-servants, and maid-servants.
4. The teacher took the child in her arms.
5. The last ray of sunshine departed.
6. George Washington was the father of his country.
7. Very early in the morning begin the songs of the birds.
8. After breakfast the traveler started on his journey.
9. One passenger lost her baggage on the voyage.

2. Name the subject and predicate of each sentence in paragraph 1.

3. Write two sentences, each having a masculine subject and a feminine object.

4. Write two sentences, each having a feminine subject and a masculine object.

5. Write two sentences, each having a noun or pronoun of the common gender for the subject, and a neuter object.

6. Write two sentences, each having a neuter subject, and a noun or pronoun of the common gender for the object.

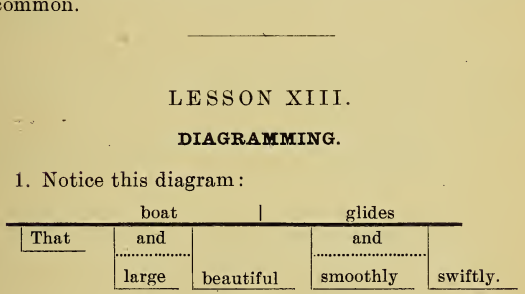
7. Write two sentences, each containing one word of each of the three genders: masculine, feminine, neuter.

8. Write two sentences, each containing one word of each of the four genders: masculine, feminine, neuter, common.

LESSON XIII.

DIAGRAMMING.

1. Notice this diagram:



2. Diagram these sentences:

1. The flag of the United States waved proudly aloft.
2. Time flies very swiftly.
3. The royal family rode to church in a beautiful carriage.
4. Columbus sailed in three ships from Palos in 1492.
5. Alexander Hamilton was killed in a duel by Aaron Burr.

6. The hunter moved slowly and cautiously.
7. The leader of the insurgents was killed in battle.
8. The floor of the cave was covered with heaps of gold.
9. For three years Jack scarcely thought of the bean-stalk.
10. Sad and dreary are the days.

3. Write three sentences, each having its subject and predicate modified by a word and a phrase.

LESSON XIV.

PERSON.

1. Person is that property of a noun or pronoun which denotes the speaker, the person spoken to, or the person spoken of.

2. The **First Person** denotes the speaker; as, "I, **John,** saw these things." "**We** heard a noise."

3. The **Second Person** denotes the person spoken to; as, "**Charles,** come here." "**You** have done well."

4. The **Third Person** denotes the person or thing spoken of; as, "**Mary** has the **book.**" "The **tree** is tall." "**He** is here."

5. Name the person of the nouns and pronouns in these sentences:

1. Mr. President, I rise to ask a question.
2. I, Nero, make this decree.
3. These are thy glorious works, Parent of Good.
4. They are not to blame.
5. We are glad to see you.

6. Write a sentence containing—

 1. A pronoun, second person.
 2. A noun, second person.
 3. A noun, first person.
 4. A pronoun, third person.

7. Write a sentence having for its object—

 1. A pronoun, first person.
 2. A noun, third person.
 3. A pronoun, third person.

LESSON XV.

REVIEW.

1. Write a sentence having for its subject—

 1. A proper noun, masculine, third person.
 2. A pronoun, masculine, second person.
 3. A pronoun, feminine, second person.
 4. A pronoun, masculine, first person.
 5. A common noun, feminine, third person.
 6. A common noun, common gender, third person.
 7. An abstract noun.

2. Write a sentence having for its object—

 1. A pronoun, feminine, second person.
 2. A collective noun, neuter, third person.
 3. A pronoun, masculine, first person.
 4. A common noun, masculine, third person.
 5. A proper noun, masculine.
 6. A proper noun, neuter.

LESSON XVI.

NUMBER.

1. Number is that modification of a noun or pronoun by which it denotes one or more than one.

2. The **Singular Number** denotes but one.

3. The **Plural Number** denotes more than one.

4. Most nouns form the plural by adding **s** to the singular.

5. Nouns ending in **s, z, x, sh,** and **ch** form the plural by adding **es.**

If you add **s** to such nouns as **fox, bush,** and **bench,** you will find that you cannot pronounce them without making an additional syllable. This is why such nouns form the plural by adding **es.**

6. Write the plural of each of these nouns:

chair	star	farm	bush
moss	branch	sketch	cross
storm	door	rock	owner
latch	touch	dish	box

7. Examine these singular and plural nouns:

Boy, boys; toy, toys; lady, ladies; city, cities. Notice that in **boy** and **toy, y** is preceded by a vowel; and in **lady** and **city, y** is preceded by a consonant.

8. Nouns ending in **y** preceded by a vowel form the plural by adding **s.** Nouns ending in **y** preceded by a consonant form the plural by changing **y** to **i** and adding **es.**

9. Write the plural of each of these nouns, and give the rule:

gypsy	fairy	enemy	tory
turkey	chimney	remedy	pulley
victory	melody	entry	lobby
mystery	tapestry	inquiry	attorney

LESSON XVII.

NUMBER—Continued.

1. Notice these singular and plural nouns:

Folio, folios; echo, echoes; piano, pianos.

2. Nouns ending in **o** preceded by a vowel form the plural by adding **s.**

3. Most nouns ending in **o** preceded by a consonant form the plural by adding **es,** but some add **s** only.

The following are among those that add **s** only:

canto	solo	piano	lasso
halo	memento	albino	sirocco

4. Most nouns ending in **f** and **fe** form the plural by adding **s.** The following change **f** and **fe** to **v** and add **es.**

beef	calf	half	knife
leaf	life	self	shelf
thief	wife	wolf	sheaf

5. Write the plural of each of the following nouns:

safe	proof	roof	chief
leaf	thief	dwarf	gulf
knife	turf	shelf	scarf
negro	hero	lasso	halo
tomato	volcano	studio	buffalo
trio	potato	tornado	canto

6. Some nouns form their plural irregularly; as—

child, children;	foot, feet;
man, men;	woman, women.

7. Name at least three other nouns that have irregular plurals.

LESSON XVIII.

NUMBER — Continued.

1. Write the plural of each of these nouns:

mosquito	portico	veto	cargo
cameo	halo	lunch	kiss
quality	quantity	trophy	tragedy
mouse	leaf	loaf	hoof

2. A few nouns have the same form in both numbers; as, one **deer,** several **deer;** one **sheep,** many **sheep.**

In this list are the following:

deer	sheep	trout	cannon
series	species	pair	grouse

3. Use each noun of the preceding paragraph in two sentences: singular in one, and plural in the other.

4. The following nouns have no singular:

ashes	scissors	oats	tongs
dregs	trousers	pinchers	bellows
snuffers	cattle	shears	measles
mumps	victuals	tweezers	vespers

5. Some nouns are always singular:

gold	silver	wheat	corn
molasses	copper	sugar	cotton

Some of these nouns may be used in the plural when different kinds are meant; as, **sugars, coffees, cottons.**

6. **This** and **that** are used with singular nouns, and **these** and **those** with plural nouns.

You will often hear such expressions as "these kind of people," "those sort of apples." These are incorrect because the plurals **these** and **those** modify the singulars **kind** and **sort.**

7. Use **these** instead of **this,** and **those** instead of **that,** and rewrite these sentences:

1. That tooth is decayed.
2. This knife has two blades.
3. This pony has a white foot.
4. That child is obedient.

8. Write the singular of these nouns:

oxen	mice	wages	series
measles	mumps	juries	shears
swine	species	tongs	deer

LESSON XIX.

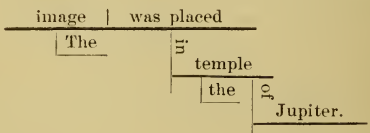
REVIEW.

1. Give the rule for forming the plural of the following nouns, and write the plural of two words under each class:

1. Ending in **s, z, x, ch,** and **sh.**
2. Ending in **y** preceded by a vowel.
3. Ending in **y** preceded by a consonant.
4. Ending in **o** preceded by a vowel.
5. Ending in **o** preceded by a consonant.
6. Ending in **f** or **fe.**

2. Notice this diagram:

The image was placed in the temple of Jupiter.



3. Diagram these sentences, and name the gender, person, and number of each noun:

1. Did he copy the letter neatly and correctly?

Interrogative sentences should be changed to declarative before they are analyzed or diagrammed. This sentence will become "He did copy the letter neatly and correctly."

2. Does the lily grow on the mountains?
3. Backward and forward before the gate walked the watchful sentinel.
4. The idler lost his situation by inattention to business.
5. The cat in gloves catches no mice.
6. A drowning man will catch at a straw.

7. Sweet are the uses of adversity.
8. Nearly all the children had danced at the fair.
9. The fire in the woods burned for several days.
10. The fate of empires depends upon the education of the people.

LESSON XX.

CASE.

1. Case is that modification of nouns and pronouns which shows their relation to other words.

2. A noun or pronoun used as the subject of a sentence is in the **Nominative Case.**

3. A noun or pronoun used as the object of a verb or preposition is in the **Objective Case.**

4. Examine this sentence:

Cromwell was a patriot.

You will notice that **patriot** denotes the same person as **Cromwell,** and that it is part of the predicate. **Patriot** is in the nominative case.

5. When a noun forms part of the predicate and denotes the same person or thing as the subject, it is called a **Predicate Noun,** or **Predicate Nominative,** and is in the same case as the subject.

6. The predicate nominative may be a pronoun; as, "I am **she**"; "It is **you.**"

7. Name the predicate noun in each of these sentences:

1. A bay horse was the winner of the race.
2. The man in the moon is not a real man.
3. The earth and the moon are planets.
4. The diamond is a valuable gem.
5. The object has become the subject.

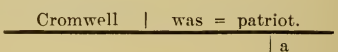
8. Name the case of each noun in these sentences:

1. The Greeks took Troy by stratagem.
2. Vast prairies extend beyond the Mississippi.
3. Before our house a prattling river runs.
4. A beautiful flower is not always a fragrant flower.
5. Rebellion to tyrants is obedience to God.
6. Small acorns may become large trees.
7. The President should be a wise statesman.

LESSON XXI.

CASE—Continued.

1. Notice this diagram:



The predicate noun is separated from the verb by two dashes (the sign of equality). It always means the same person or thing as the subject.

2. Diagram the sentences in paragraphs 7 and 8 of the previous lesson.

3. Use each of these words in four sentences—first, in the nominative case, subject; second, in the nominative case, predicate noun; third, in the objective

case, object of a verb; fourth, in the objective case, object of a preposition:

weasel coat oak printer

LESSON XXII.

CASE — Continued.

1. A noun is often used as the name of the person or thing addressed, or without any connection with the remainder of the sentence; as —

1. **Carlo**, come here.
2. Old **King Cole**, a merry old soul was he.

2. A noun used as the name of a person or thing addressed, or used independently, is in the Nominative Case.

3. Examine these sentences:

1. Henry, the carpenter, is an industrious boy.
2. I saw Henry, the carpenter.

You will notice that **carpenter** means the same person as **Henry**, and that it is not a predicate nominative. There may have been several Henrys, but the word **carpenter** tells which Henry is meant. **Carpenter** is said to be in **apposition** with **Henry**, and is in the same case.

4. A noun or pronoun used to explain another noun or pronoun denoting the same person or thing is in the same case by apposition as the word explained.

In the first sentence given in paragraph 3, **carpenter** is in the nominative case in apposition with **Henry**, and in the second sentence it is in the objective case in apposition with **Henry**.

5. A noun in apposition is usually set off by a comma.

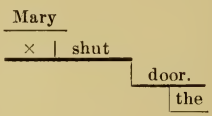
6. Write three sentences, each containing a noun in the nominative, used by direct address, or independently.

7. Write three sentences, each containing a noun in the nominative by apposition.

8. Write three sentences, each containing a noun in the objective by apposition.

9. Notice these diagrams:

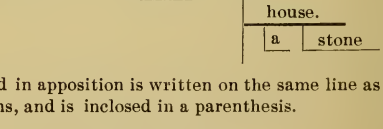
1. Mary, shut the door.



Words used independently are not connected with the sentence.

You, the subject of **shut**, is not expressed; that is, it is **understood.** Its place is indicated by a cross (×).

2. Mr. Jones, the banker, lives in a stone house.



A word in apposition is written on the same line as the word it explains, and is inclosed in a parenthesis.

10. Diagram these sentences:

1. Washington, the father of his country, was the first president of the United States.

2. James Watt, the inventor of the steam engine, was born in Scotland.
3. Mexico was conquered by Cortez, a Spaniard.
4. Wolfe captured Quebec, a city in Canada.
5. Soldiers, can we capture that fort?

LESSON XXIII.

CASE—POSSESSIVE.

1. A noun or pronoun used to denote possession is in the **Possessive Case.**

2. In these sentences carefully examine the nouns that are in the possessive case:

1. The girl's fan is white.
2. The girls' fans are white.
3. The man's work is hard.
4. The men's work is hard.

3. Singular nouns, and plural nouns not ending in **s,** form the possessive by adding the apostrophe (') and **s.** Plural nouns ending in **s** form the possessive by adding the apostrophe only.

4. Write the possessive singular, the plural, and the possessive plural of these nouns:

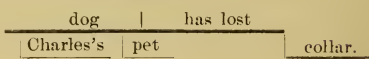
baker	tailor	child	miller
fox	woman	mechanic	baby

5. Change these expressions to the form of the possessive case; thus—

The wagon of the farmer—The farmer's wagon.
1. The horses of the drivers.
2. The tools of the blacksmith.

3. The clothes of the children.
4. The eyes of the ox.
5. The eyes of the oxen.
6. The decisions of the court.
7. The decisions of the courts.
8. The chairs of the barbers.
9. The interest of five years.
10. The wages of one day.
11. The wages of six days.
12. The punishment of the criminals.

6. Notice this diagram:



A noun or pronoun in the possessive case is placed as a modifier of the thing possessed.

7. Diagram these sentences:

1. My brother's partner has gone to Chicago.
2. Peter's wife's mother was sick.
3. Joseph, Jacob's favorite son, was sold to the Egyptians.
4. The ornament of a home is a true friend's presence.

LESSON XXIV.

PARSING.

1. **Parsing** a word is naming the part of speech to which it belongs, its class or subdivision, all its modifications, and its relations to other words.*

*In order to have good parsing, it is necessary to have a regular and systematic order, and to follow the same order all the time.

2. The following is the order for parsing nouns: noun, class, gender, person, number, case, syntax. (By syntax is meant the office of the noun in the sentence.)

EXAMPLES.

Mr. Heath, Robert's friend, is a merchant, and keeps a large stock of goods.

Mr. Heath is a noun, proper; masculine gender, third person, singular number, nominative case, subject of the verbs **is** and **keeps.**

Robert's is a noun, proper; masculine gender, third person, singular number, possessive case, possessor of **friend.**

Friend is a noun, common; masculine gender, third person, singular number, nominative case, in apposition with **Mr. Heath.**

Merchant is a noun, common; masculine gender, third person, singular number, nominative case, in predicate with the verb **is.**

Stock is a noun, common; neuter gender, third person, singular number, objective case, object of the verb **keeps.**

Goods is a noun, common; neuter gender, third person, plural number, objective case, object of the preposition **of.**

REMARKS—1. At first pupils should say "masculine gender, third person, singular number," etc., but after they are familiar with the order they may say "masculine, third, singular," etc.

2. **Friend** and **merchant** are really common gender, but as they refer to **Mr. Heath** it is better to call them masculine in this sentence.

3. The following is a model for written parsing:

	Class.	*Gender.*	*Person.*	*Number.*	*Case.*	*Syntax.*
Mr. Heath	proper	mas.	third	sing.	nom.	subject of **is** and **keeps.**
Robert's	proper	mas.	third	sing.	poss.	possessor of **friend.**
friend	common	mas.	third	sing.	nom.	apposition with **Mr. Heath.**
merchant	common	mas.	third	sing.	nom.	predicate with **is.**
stock	common	neu.	third	sing.	obj.	object of **keeps.**
goods	common	neu.	third	plu.	obj.	object of **of.**

4. Parse the nouns in these sentences:

1. These things fill me with life and joy.
2. Innocence is the charm of childhood.
3. Wisdom's ways are ways of pleasantness.
4. The workman did a good day's work.
5. Mr. Roberts, the teacher, gave his book, a grammar, to Lawrence, his oldest pupil.
6. Into the midst of the battle rode a fearless knight.

LESSON XXV.

REVIEW.

1. Rewrite these sentences, using different nouns instead of those given, but making the sentences mean the same:

1. The scholars need careful instruction.
2. Liberty is better than slavery.
3. The waves dashed the vessel against the pier.
4. The engine runs with great speed.
5. The narrative told by the clergyman was interesting.
6. I took a stroll through the woods.

2. Use each of these nouns in eight sentences: First, in the nominative case, subject; second, in the nominative case, predicate; third, in the nominative by apposition; fourth, object of a verb; fifth, object of a preposition; sixth, objective by apposition; seventh, in the possessive singular; eighth, in the possessive plural:

antelope ship

LESSON XXVI.

REVIEW.

1. Mention two or more nouns that denote smaller classes of the objects denoted by each of these nouns; thus —

Books — readers, grammars, histories.

books	vehicle	disease	games
flower	mineral	insect	tool
fruit	vegetable	bird	quadruped
mechanic	building	grass	tree

2. Name the number and case of each noun in these sentences:

1. On Christmas, Robert received a beautiful present from his uncle.
2. The hunter caught a fox in a hole by the bridge.
3. The Esquimaux endure severe cold in winter.
4. My friend's horse was killed by hard work.
5. The wisest men sometimes make mistakes.
6. The eagle can carry a lamb in its talons.

3. Diagram the preceding sentences.

LESSON XXVII.

REVIEW.

1. Parse the nouns in these sentences:

1. The hero of the story should be a brave man.
2. The visit to the park was a delightful event.
3. Tadpoles become frogs.

4. A pretty shawl, warm and white, was wrapped around the baby.
5. Young persons should take exercise in the open air.
6. The West Indies are islands in the Atlantic Ocean.
7. Examine the teacher's solution carefully.
8. Hollanders can skate fast and well.
9. Wit is not always wisdom.

2. Diagram the preceding sentences.

LESSON XXVIII.

THE NOUN.

Write an essay on the Noun, telling all you can about its classes and properties, and giving at least one example after each definition.

LESSON XXIX.

PROVERBS.

1. Copy the following proverbs, and study the meaning of each one:

1. A tree is known by its fruit.
2. A drowning man will catch at a straw.
3. Cut your coat according to your cloth.
4. Every rose has its thorn.
5. A stitch in time saves nine.
6. Never cross a bridge till you come to it.
7. It is a long lane that has no turning.
8. Do not make a mountain out of a molehill.

9. An ounce of prevention is worth a pound of cure.
10. Creditors have better memories than debtors.

2. Write, in your own words, the meaning of each of the preceding proverbs.

LESSON XXX.

PRONOUNS—CLASSIFICATION.

1. A Pronoun is a word used instead of a noun.

2. The **Antecedent** of a pronoun is the word for which it stands.

The antecedent generally comes before the pronoun, and it is so called because the word antecedent means going before.

3. Notice these sentences:

1. I walk. We walk.
2. You walk.
3. He walks. She walks. They walk.

You will notice that **I** and **we** always refer to the speaker, **you** refers to the person spoken to, and **he, she,** and **they** refer to the person or thing spoken of. Because each of these pronouns is always in the same person (the first, the second, or the third), they are called **Personal Pronouns.**

4. A Personal Pronoun is one that indicates its person by its form.

5. The following are the personal pronouns:

	SINGULAR.					
Nominative	I	thou	you	he	she	it
Possessive	my	thy	your	his	her	its
Objective	me	thee	you	him	her	it

	PLURAL.		
Nominative	we	ye, you	they
Possessive	our	your	their
Objective	us	you	them

6. Learn all the forms of the personal pronouns.

7. The possessive forms given in paragraph 5 are used when the noun denoting the thing possessed is expressed, but the forms **mine, thine, hers, ours, yours,** and **theirs** are used when no noun follows the possessive; as—

That is her book.
That book is hers.
This is your watch.
This watch is yours.

The forms **mine, thine,** etc., will be fully discussed in GRADE EIGHT.

8. Write two sentences, each containing—

1. A personal pronoun in the nominative case.
2. A personal pronoun in the objective case.
3. A personal pronoun in the possessive case.
4. One of the forms given in paragraph 7.

9. Sometimes **self** or **selves** is added to some of the forms of the personal pronouns. They are then called **Compound Personal Pronouns.**

10. A Compound Personal Pronoun is one that is formed by adding to some forms of the personal pronouns **self** for the singular and **selves** for the plural. They are **myself, thyself, yourself, himself, herself,** and **itself,** in the singular; and the plurals, **ourselves, yourselves,** and **themselves.**

11. Use eight different compound personal pronouns in sentences.

LESSON XXXI.

PRONOUNS — Continued.

1. Some pronouns are used in asking questions; as —

1. Who called me?
2. Which will he take?
3. What does he want?

In these sentences, **who, which,** and **what** stand for the nouns that represent the answers to the questions. They are called **Interrogative Pronouns.**

2. An Interrogative Pronoun is one used in asking questions. They are **who, which,** and **what. Whose** is the possessive form of **who** and **which,** and **whom** is the objective form of **who.**

3. Use five different interrogative pronouns in sentences.

4. Examine these sentences:

1. Those (apples) are large.
2. Few (persons) are entirely happy.
3. This house is new, that (house) is old.

If we supply the omitted words, the words **those, few,** and **that** are adjectives. If we do not supply the omitted words, the words **those, few,** and **that** stand for them. Therefore, they are called **Adjective Pronouns.**

5. An adjective pronoun is one that performs the offices of an adjective and a noun.

6. Write sentences, using each of these words as an adjective pronoun:

one	another	some	others
much	all	these	many

7. Point out the pronouns in these sentences, and tell whether they are personal, interrogative, or adjective:

1. Who discovered the Mississippi?
2. The careless boy has hurt himself.
3. Some may need help.
4. Few shall part where many meet.
5. What makes that noise?
6. That ship has left the harbor.

LESSON XXXII.

PRONOUNS—RELATIVE.

1. Examine these sentences:

1. We shall go if it does not rain.
2. The pupils entered the room when the bell rang.

You will notice that each sentence contains two statements, or parts, and that **if** is the connective in the first sentence and **when** is the connective in the second.

When a sentence contains two or more statements, each statement is called a **Clause.**

2. Notice these sentences:

1. The owner of the house, who is a rich man, lives in New York.
2. This animal, which is a lion, was captured in Africa.
3. The book that lies on the table is a reader.

You will notice that each of these sentences contains two statements (clauses), and that the connectives are **who, which,** and **that.** These connectives are pronouns. The antecedent of **who** is **owner,** the antecedent of **which** is **animal,** and the antecedent of **that** is **book.** These pronouns are called **Relative Pronouns.**

3. A Relative Pronoun is one that connects clauses.

The most common relatives are **who, which,** and **that.**

It should not be supposed that these pronouns are always relatives. They are such only when they are connectives.

4. Name the relative pronouns in these sentences:

1. I know the man who built this boat.
2. The figs which we ate came in a neat box.
3. The storm that came so suddenly did much damage.
4. The evil that men do lives after them.
5. None knew the sorrow that she felt.
6. The eye, which sees all things, cannot see itself.
7. He who cannot read needs a teacher.

5. Write three sentences, each containing a relative pronoun.

6. The possessive of **who** and **which** is **whose,** and the objective of **who** is **whom.**

7. Write a sentence containing the relative **whom** used as —

1. The object of a verb.
2. The object of a preposition.

LESSON XXXIII.

PRONOUNS — Continued.

1. Name the pronouns in these sentences, and tell whether they are personal, interrogative, adjective, or relative:

1. Who built the first house in the city?
2. These books are large, those are small.
3. The boy who threw the stone has not been caught.

4. This is the same story that you read yesterday.
5. We respect those who respect themselves.
6. I myself will give you help.

2. Pronouns have the same modifications as nouns.

3. A pronoun must have the same gender, person, and number as its antecedent, but its case depends on its office in the sentence.

4. Give the gender, person, and number of these pronouns:

1. Here is the artist who painted my picture.
2. He is a man whom I fear.
3. This is the house that Jack built.
4. The little girl lost her hat.
5. You yourselves made the mistake.
6. The general and the colonel led their soldiers.
7. Either the major or the captain will lead his soldiers.
8. Every man must do his duty.
9. All the girls have prepared their lessons.
10. Each girl has prepared her lesson.

LESSON XXXIV.

PRONOUNS.—REVIEW.

1. When a pronoun is in predicate with a verb it should have the nominative form; as—

1. It was he.
2. It was they.
3. It was n't she.
4. It is n't I.
5. It is she and we.
6. It was Mary and I.

2. Fill each of these blanks with a personal pronoun:

1. I supposed it was ——.
2. He told me it was ——.
3. It could not have been ——.
4. —— and —— have started to school.
5. It is —— who are coming.
6. Is it —— who am to prepare the outline?

3. Some of these pronouns have the incorrect form. Correct where necessary, and give reasons for your changes:

1. William and her quarreled.
2. You and me must finish the work.
3. He and I are partners.
4. Them that do the work should receive the wages.
5. That is he.
6. May my brother and me study together?
7. Whom did he see?
8. Who did he meet?
9. Have you deserted my friend and I?
10. Who did you lend my knife to?

LESSON XXXV.

PRONOUNS—PARSING.

1. The following is the order for parsing pronouns: Class; gender, person, number (to agree with its antecedent); case, syntax.

EXAMPLES.

The boy learns because he studies.

He is a pronoun, personal; masculine, third, singular, to agree with its antecedent, **boy**; nominative, subject of the verb **studies.**

I have her book.

I is a pronoun, personal; common gender, first, singular, to agree with its antecedent, the speaker; nominative, subject of the verb **have.**

Her is a pronoun, personal; feminine, third, singular, to agree with its antecedent, the person spoken of; possessive, possessor of book.

Who are you? (You are who?)

You is a pronoun, personal; common, second, plural,* to agree with its antecedent, the person or persons addressed; nominative, subject of the verb **are.**

Who is going?

Who is a pronoun, interrogative; common, third, singular, to agree with its antecedent, the person spoken of; nominative, subject of the verb **is going.**

2. Model for written parsing.

She studies her lessons.

	Class.	*Gender.*	*Person.*	*Number.*	*Antecedent.*	*Case.*	*Syntax.*
she	per.	fem.	third	sing.	per. spoken of	nom.	sub. of **studies.**
her	per.	fem.	third	sing.	she	pos.	possesses **lessons.**

3. Parse the pronouns in these sentences:

1. Have you had your breakfast?
2. You help me very much.
3. To whom did you offer the present?
4. What is the meaning of the word **interrogative?**
5. What shall I say to him?
6. In our efforts for the welfare of others we should not neglect ourselves.
7. She herself will come.
8. This is the lady who called on you.
9. I have lost the book which I bought.

*__You__ should always be parsed as plural, because it always requires a plural verb.

10. I have seen the largest lion that was ever brought to this country.
11. Those who love mercy shall receive mercy.
12. Heaven helps men who help themselves.

4. Diagram the first seven of the preceding sentences.

LESSON XXXVI.

PRONOUNS—REVIEW.

1. Write a sentence having for its subject—

1. A personal pronoun, first, singular.
2. A personal pronoun, second, plural.
3. A personal pronoun, masculine, third, singular.
4. An interrogative pronoun.
5. An adjective pronoun, singular.
6. An adjective pronoun, plural.

2. Write a sentence having for its predicate nominative—

1. A personal pronoun, masculine, third, singular.
2. A personal pronoun, feminine, third, singular.
3. A personal pronoun, first, plural.
4. A personal pronoun, third, plural.

3. Write a sentence having for its object—

1. An adjective pronoun.
2. A compound personal pronoun.
3. An interrogative pronoun.

4. Write a sentence containing a relative pronoun—

1. In the nominative case.
2. In the objective case.

LESSON XXXVII.

PROVERBS.

1. Copy the following proverbs, and study the meaning of each:

1. Procrastination is the thief of time.
2. Rome was not built in a day.
3. Silks and satins put out the kitchen fire.
4. Too many cooks spoil the broth.
5. A barking dog never bites.
6. A soft answer turneth away wrath.
7. He is a poor workman that quarrels with his tools.
8. Do not judge a book by its cover.
9. The sleep of a laboring man is sweet.
10. The borrower is servant to the lender.

2. Write, in your own words, the meaning of each proverb.

LESSON XXXVIII.

ADJECTIVES — CLASSIFICATION.

1. An Adjective is a word used to modify a noun or pronoun.

2. A **Descriptive Adjective** is one that describes a noun or pronoun by expressing some quality belonging to it; as, **good** boys, **small** trees, **black** dogs.

3. A **Definitive Adjective** is one that does not express a quality; as, **several** boys, **those** trees, **three** dogs.

4. Definitive Adjectives that express number and order definitely are called **Numeral Adjectives.**

Adjectives that express number indefinitely are not numeral adjectives. **Four** and **fifty** are numeral adjectives, but **several** and **many** are not.

5. A **Proper Adjective** is one derived from a proper noun; as, **American, English, French.** Proper adjectives should begin with a capital letter.

6. The definitive adjectives **a, an,** and **the** are sometimes called **Articles. The** is the Definite Article, and **a** or **an** is the Indefinite Article.

A is used before words beginning with a consonant sound, and **an** is used before words beginning with a vowel sound. Examples: a horse, a nest, a union, an apple, an orange, an honest man.

Notice that the word **union** begins with the consonant sound of **y,** although its first letter is a vowel. The word **honest** begins with a vowel sound, because **h,** its first letter, is silent.

7. Write sixteen descriptive adjectives, and place **a** or **an** before each one.

8. Articles do not modify adjectives.

In "a large apple," **a** modifies **apple,** not **large.** In "an honest man," **an** modifies **man,** not **honest.**

LESSON XXXIX.

ADJECTIVES—COMPARISON.

1. Notice these phrases:

A large book; a larger book; the largest book.

You will notice that the adjective **large** expresses its quality in three different amounts, or degrees. As these degrees are used when two or more objects are compared, they are called **Degrees of Comparison.**

2. Descriptive adjectives have three degrees of comparison: the **Positive,** the **Comparative,** and the **Superlative.**

3. Notice the comparison of these adjectives:

Positive.	*Comparative.*	*Superlative.*
tall,	taller,	tallest.
beautiful,	more beautiful,	most beautiful.

4. Compare these adjectives:

short, high, deep, strong.

5. Adjectives of one syllable form the comparative by adding **er** to the positive, and the superlative by adding **est** to the positive.

6. Compare these adjectives:

ignorant, intelligent, comprehensive.

7. Adjectives of more than two syllables are compared by placing before the positive **more** for the comparative, and **most** for the superlative.

8. Write the comparison of these adjectives:

slow, important, dishonest, rough.

9. Notice the comparison of these adjectives:

Positive.	*Comparative.*	*Superlative.*
happy,	happier,	happiest.
noble,	nobler,	noblest.
truthful,	more truthful,	most truthful.

10. Adjectives of two syllables ending in **y** or silent **e** are compared by using **er** and **est.** Most other adjectives of two syllables are compared by using **more** and **most.**

11. One or more letters added to the end of a word are called a **suffix,** but when they are placed before a word they are called a **prefix.**

12. Examine these words:

lazy, lazier, laziest; try, tries, tried, trying.

13. Words ending in **y** preceded by a consonant change **y** to **i** when a suffix is added not beginning with **i.** (**Sly** and a few other words are exceptions.)

14. Examine these words:

noble + er = nobler.
hope + ing = hoping.
save + ed = saved.

15. Words ending in silent **e** drop the **e** before a suffix beginning with a vowel.

16. Compare these adjectives:

humble	silent	jolly	brave
tiny	wealthy	genial	flashy

LESSON XL.

COMPARISON — Continued.

1. Notice the spelling of these words:

thin, thinner, thinnest; sit, sitting; plan, planning, planned; occur, occurred, occurring.

2. Words of one syllable, and words of more than one syllable accented on the last, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

This rule of spelling, and the two given in the previous lesson, are very important, and should receive careful attention.

3. Compare these adjectives:

hot	sad	big	red
thick	dim	wet	broad

4. Some very common adjectives are irregular in their comparison; as —

Positive.	*Comparative.*	*Superlative.*
bad, evil, ill,	worse,	worst.
good,	better,	best.
little,	less,	least.
many, much,	more,	most.
near,	nearer,	nearest. next.

5. A few descriptive adjectives, from their meaning, cannot be compared; as —

perfect square round perpendicular

6. Compare these adjectives:

bad	noble	many	perfect
broad	ancient	heavy	wide
sick	red	rough	sly
ill	evil	much	any

LESSON XLI.

ADJECTIVES—PARSING.

1. The following is the order for parsing an adjective: class, degree, compare it, name the word it modifies.

EXAMPLE.

The landscape is beautiful.

Beautiful is an adjective, descriptive; positive; compared —beautiful, more beautiful, most beautiful; it modifies **landscape.**

2. Parse the adjectives in these sentences:

1. The stars are brilliant.
2. A beautiful butterfly took the place of the ugly caterpillar.
3. A wily fox caught the sleepy goose.
4. A merry thrush sang a sweet song to his dear little mate.
5. Silence is sometimes a good answer.
6. A crew of seventy brave men was on the gallant ship and went with it to the bottom of the deep sea.
7. In the lovely month of June, fragrant flowers bloom everywhere.
8. Empty vessels always make the loudest noise.
9. He is the richest man in the city.
10. Chicago is larger than St. Louis.
11. A more disgraceful act has seldom been known.

3. Diagram the first nine of the preceding sentences.

LESSON XLII.

REVIEW.

1. Use the three degrees of each of these adjectives in one sentence; thus —

A tree is high, a hill is higher, but a mountain is highest.

large	strong	wild	tame
thick	diligent	comfortable	fertile

2. Use three different adjectives in the predicate with each of these nouns:

reindeer	panther	peach	corn
America	tree	silver	church

LESSON XLIII.

PUNCTUATION—REVIEW.

1. Insert the proper capitals and punctuation marks in these sentences. Use quotation marks where necessary:

1. What is so rare as a day in june, asks Lowell
2. with fingers weary and worn,
 with eyelids heavy and red,
 a woman sat in unwomanly rags,
 plying her needle and thread.
3. My friend's name is henry m smith, and he lives in boston, mass.
4. how manifold are thy works o lord.
5. School will begin next wednesday, and will close in may.
6. Have you read the life of Gen Grant

7. Rover come here.
8. Are your lessons prepared girls
9. Will you tell me mother where the birds are going
10. Coal gold silver and copper are found in Colorado.
11. The desert of Sahara is large sandy and sterile.
12. Where are you going my little man said the gentleman.

2. Write sentences illustrating all the rules you have learned for the use of capitals and punctuation marks.

LESSON XLIV.

VERBS—CLASSIFICATION.

1. A Verb is a word that denotes action or being.

2. Notice the time expressed by the verbs in these sentences:

1. The boy goes.
2. The boy went.
3. The boy will go.
4. The boy walked.

You will notice that some verbs express present time, some past time, and some future time.

In speaking of the time expressed by verbs, we use the word **tense** instead of the word **time.** We say a verb is in the **Present Tense, Past Tense,** or **Future Tense.**

3. Notice the verbs in these sentences, and give the tense of the first two:

1. The boys are jumping.
2. The boys jumped.
3. The boys have jumped.

Notice the form of the verb used with **are,** and with **have.**

4. The form of the verb ending in **ing** and the form used with **have** are called **Participles. Jumping** is the **present participle,** and **jumped** is the **past participle** of the verb **jump.**

5. Notice the past tense and the participles of these verbs:

	Present Participle.	*Past Tense.*	*Past Participle.*
1. Jump,	jumping,	jumped,	jumped.
2. Go,	going,	went,	gone.

You will notice that the past tense and the past participle of the first verb end in **ed.** It is called a **Regular Verb.**

You will also notice that the past tense and the past participle of the second verb do not end in **ed.** It is called an **Irregular Verb.**

6. A Regular Verb is one that forms its past tense and past participle by adding **ed** to the present, in accordance with the rules of spelling.

7. An Irregular Verb is one that does not form its past tense and past participle by adding **ed** to the present.

8. Write opposite each of these verbs its present participle, its past tense, and its past participle:

give	blow	know	take
draw	tear	destroy	sail
pray	work	steal	fly
expel	occur	expect	commit

9. A **Transitive Verb** is one that requires an object to complete its meaning; as, "Cæsar conquered Gaul."

10. An **Intransitive Verb** is one that does not require an object to complete its meaning; as, "Birds fly."

LESSON XLV.

VERBS—REVIEW.

1. Name the verbs in these sentences, and tell whether they are regular or irregular, transitive or intransitive:

1. Have you heard the news?
2. Henry must have borrowed this book.
3. He has never wronged his friend.
4. The thief stole a coat.
5. Fish swim in the water.
6. The burglar broke the door of the safe with an iron hammer.
7. The skillful pilot guided the boat safely through the rapids.
8. The horses ran into the thicket.
9. The wind blew very hard.
10. The wind blew the roof from the house.
11. The great waves dashed themselves against the cliff.
12. The cattle lie in the shade of the trees.

2. Diagram the preceding sentences.

LESSON XLVI.

VOICE.

1. Examine these sentences:

1. Columbus discovered America.
2. America was discovered by Columbus.

In the first sentence the subject names the one who does something, but in the second sentence the subject names the

thing that receives the act. Notice that the form of the verb is not the same in the two sentences.

This change of the form of the verb to indicate whether the subject denotes the actor or the receiver of the act, is called **Voice.** When the subject denotes the actor (as in the first sentence), the verb is in the **Active Voice.** When the subject denotes the receiver of the action (as in the second sentence), the verb is in the **Passive Voice.**

2. Voice is that modification of a transitive verb which shows whether the subject denotes the actor or the receiver of the action.

3. The Active Voice is that form of the verb which shows that the subject denotes the actor.

4. The Passive Voice is that form of a transitive verb which shows that the subject denotes the receiver of the action.

If you examine the two sentences given at the beginning of this lesson, you will see that the object of the first sentence is the subject of the second. Now, as only transitive verbs can have an object, it follows that only transitive verbs can have the passive voice.

Intransitive verbs have only the active voice.

5. Name the voice of the verbs in these sentences:

1. John reads the lesson.
2. The lesson is read by John.
3. Mary loves Ina.
4. Lulu is esteemed by all the girls.
5. Corn is planted in the spring.
6. Ships carry heavy burdens.
7. Wendell is loved by his mother.
8. Mary writes carefully.
9. The letter was written with care.
10. Galileo invented the telescope.
11. The hurricane destroyed a large barn.
12. The little porch was covered by thrifty vines.

13. The burglars were driven from the house by a policeman.
14. The fox ran toward the south.

6. Change these sentences so that the verbs in the active voice shall be passive, and those in the passive voice shall be active; thus—"Grant led the army." "The army was led by Grant."

1. Washington gained the victory.
2. The boy plowed the field.
3. The shoe was repaired by the shoemaker.
4. The carpenter built the house.
5. The tinner made the pail.
6. The letter was written by him.
7. The tailor made the coat.
8. The lesson was recited by Lloyd.

LESSON XLVII.

REVIEW.

Write five sentences, each containing—

1. A regular verb.
2. An irregular verb.
3. An intransitive verb.
4. A verb in the active voice.
5. A verb in the passive voice.

LESSON XLVIII.

MODE.

1. Notice these sentences:

1. Henry studies.
2. Henry can study.
3. Henry, study.

In the first sentence the statement is made that Henry studies. In the second sentence, it is not stated that he studies, but that he has the ability to study. In the third sentence he is commanded to study.

You will notice from the above that verbs change their form or meaning to express action or being in different manners, or modes. This modification of the verb is called **Mode.**

2. Mode is that form or use of the verb which shows the manner in which the action or being is expressed.

3. The **Indicative Mode** is used to assert a fact or an actual existence; as—

1. General Grant went to Europe.
2. Asia is a large country.

4. The Indicative Mode is also used in asking questions; as—

1. Did he go to Europe?
2. Has the letter been written?

5. The **Potential Mode** asserts the power, necessity, liberty, or possibility of action or being; as—

1. He can read.
2. He must read.
3. He may read.
4. He might read.

6. The sign of the Potential Mode is **may, can, must, might, could, would,** or **should.**

7. The Potential Mode is used in asking questions; as —

1. May I go?
2. Must the lesson be learned?

This mode is so called because the word **potential** means **able, having power.**

8. Tell whether the verbs in these sentences are in the indicative or the potential mode:

1. He should have departed long ago.
2. Must all the voters register?
3. Some authors have written many books.
4. All hail, Macbeth! that shall be king hereafter.
5. Romulus founded Rome.
6. There must have been a heavy rain last night, for the creek is very high.
7. An old man was walking slowly down the lane.
8. Many wise proverbs were written by Solomon.
9. We must return to the dust from which we were taken.
10. The merchant should have learned more caution.
11. The sun could not shine, for clouds covered the sky.
12. I would not do that again.
13. The storm has ceased.
14. The governor might not comply with our request.

LESSON XLIX.

MODE — Continued.

1. The **Imperative Mode** is used to express a command, a request, or an entreaty; as —

1. Men, lay down your arms.

2. Come and see me.
3. Do not leave me alone.

The subject of the imperative mode is nearly always the pronoun **you** understood.

2. Write three sentences, each having a verb in the imperative mode.

3. Name the voice and mode of each verb in these sentences:

1. Bring me some flowers.
2. I must not be careless.
3. Who is the King of Glory?
4. Can that be the man?
5. The pupils have recited well.
6. Passionate men are easily irritated.
7. Do not walk so fast.
8. The prize cannot be obtained without labor.
9. Idleness often leads to vice.
10. Live for something.
11. In all climates, spring is beautiful.
12. I would have gone if I had known that I was needed.
13. If we would seem true, we must be true.
14. The child was kicked by a horse.
15. The city could not be captured.
16. The work has been well done.

LESSON L.

REVIEW.

1. Classify these verbs according to form (regular or irregular) and according to meaning (transitive or intransitive). Also, give the voice and mode of each verb:

1. Nothing can supply the place of books.
2. What exile can flee from himself?

3. Make hay while the sun shines.
4. The Union must be preserved.
5. Spare me, dread angel of reproof.
6. The jury could not agree in their verdict.
7. A verdict of guilty was reported by the jury.
8. They took my umbrella.
9. You should have been more careful.
10. A railroad has been constructed in Siberia.

2. Write five sentences, each having a verb in —

1. The indicative mode.
2. The potential mode. (Use a different sign-word for each sentence.)
3. The imperative mode.

3. Write two sentences, each containing —

1. A regular verb.
2. An irregular verb.
3. A transitive verb.
4. An intransitive verb.

LESSON LI.

TENSE.

1. Tense is that form or use of the verb which shows the time of an action or being.

2. The Present Tense denotes present time; as —

I write; I am writing; I do write.

3. The Past Tense denotes past time; as —

I wrote.

4. The Future Tense denotes future time; as —

I shall write, or I will write.

5. Write two sentences, each having a verb in the—

1. Present tense.
2. Past tense.
3. Future tense.

The word **perfect** is often used in naming tenses. When so used it means finished, or completed.

Each tense (present, past, and future) has a perfect tense—a finished tense.

In this sentence, "I have been in Boston a month," the being in Boston for that length of time is finished now—at present. This is called the **Present-Perfect Tense.**

In this sentence, "I had been in Boston before you saw me," the being in Boston was completed when you saw me—past time. This is called the **Past-Perfect Tense.**

In this sentence, "I shall have been in Boston before next Christmas," the being in Boston is not finished yet, but it will be before next Christmas—future time. This is called the **Future-Perfect Tense.**

6. The Present-Perfect Tense expresses action or being as completed at the present time.

The sign of the present-perfect tense is **have** or **has.**

7. The Past-Perfect Tense expresses action or being as completed at some past time.

The sign of this tense is **had.**

8. The Future-Perfect Tense expresses action or being as completed at some future time.

The sign of this tense is **shall have** or **will have.**

You now see that there are six tenses: three simple tenses (past, present, and future), and three perfect tenses.

9. Name the tense of each of these verbs:

walks, has walked, walked, had walked, shall walk, shall have walked; is torn, shall be torn, have been torn, has been torn, had been torn, shall have been torn; shall write, will write, has written, have written, had written; he sees, he shall have seen, he has seen.

LESSON LII.

TENSE — Continued. — REVIEW.

All the verbs given in the last lesson are in the indicative mode, which is the only mode that has the six tenses.

As the imperative mode is used in expressing a command or entreaty, and as either of these can be expressed only in the present, it follows that the imperative mode has but one tense — the present.

The potential mode has only the present, present-perfect, past, and past-perfect. The sign of the present is **may, can,** or **must**; of the present-perfect, **may have, can have,** or **must have**; of the past, **might, could, would,** or **should**; of the past-perfect, **might have, could have, would have,** or **should have.** In the potential mode the name of the tense does not always indicate the time. Thus, **might go** is called past tense, but the time is either present or future.

1. All of the following verbs are in the potential mode. Name the tense of each one:

may walk, can walk, must walk, may have walked, must have walked, might walk, could walk, would walk, should walk, might have walked, could have walked, would have walked, should have walked; might be struck, may strike, should have struck; can see, could be seen, could see, must have seen, would see.

2. Write two sentences having the verb in —

1. The indicative present.
2. The indicative present-perfect.
3. The indicative past.
4. The indicative past-perfect.
5. The indicative future.
6. The indicative future-perfect.
7. The imperative present.
8. The potential present.
9. The potential present-perfect.
10. The potential past.
11. The potential past-perfect.

LESSON LIII.

VERBS—PERSON AND NUMBER.—PARSING.

1. A verb may vary its form according to the **person** of its subject; as, **I go, he goes;** or according to the **number** of its subject; as, **he writes, they write.**

Since verbs change their form according to the person and number of the subject, they are said to have the same person and number as the subject.

2. A verb must agree with its subject in person and number.

3. Notice these sentences:

1. The boy runs.
2. The boys run.

The verb **runs** is singular, because its subject is singular.
The verb **run** is plural, because its subject is plural.
You will notice that while nouns ending in **s** are generally plural, verbs ending in **s** are singular. A verb in the first person, singular, does not end in **s.**

4. We now see that the modifications of the verb are voice, mode, tense, person, and number.

5. Write two sentences, each containing a verb in the —

1. First person, singular.
2. First person, plural.
3. Second person, plural.
4. Third person, singular.
5. Third person, plural.

6. The following is the order for parsing a verb: Class according to form (regular or irregular), class according to meaning (transitive or intransitive);

voice, mode, tense; person and number to agree with its subject.

EXAMPLES.

Franklin invented the lightning-rod.

Invented is a verb; regular, transitive; active voice, indicative mode, past tense; third person, singular number, to agree with its subject, **Franklin.**

The fox has not been seen.

Has been seen is a verb; irregular, transitive; passive voice, indicative mode, present-perfect tense; third person, singular number, to agree with its subject, **fox.***

7. Remember that all verbs in the passive voice are transitive.

8. The following is a model for written parsing:

	Class as to form.	*Class as to meaning.*	*Voice.*	*Mode.*	*Tense.*	*Person.*	*Number.*	*Subject.*
invented	reg.	trans.	act.	ind.	past	third	sing.	Franklin
has been seen	irreg.	trans.	pass.	ind.	pres. per.	third	sing.	fox

9. Parse the verbs in these sentences:

1. When the door was opened, the people crowded into the hall.
2. The wolf could not run fast.
3. He was shot by one of the men.
4. You should be well paid for your efforts.
5. She will come presently.
6. They may have been wounded.
7. The subject had been well considered.
8. We have seen better days.

*After pupils are familiar with the order of parsing, the form can be shortened; thus, **has been seen** is a verb; irregular, transitive; passive, indicative, present-perfect; third, singular, to agree with its subject, **fox.**

LESSON LIV.

INFINITIVES.

1. Notice these phrases:

1. To Boston.
2. To write.

You will observe that the word after **to** in the first phrase is a noun, but in the second it is a verb. Both expressions are phrases, but the second is called an **Infinitive.**

2. The form of the verb used with **to** is called an Infinitive.

Each of the following phrases is an infinitive: **to write, to have written, to be written, to have been written.**

3. Write four different infinitives of each of these verbs:

love see do study

4. Write four sentences, each containing an infinitive.

5. Parse the verbs in these sentences:

1. Harvey discovered the circulation of the blood.
2. The thief had been caught before the trial.
3. Henry will write a letter to his mother.
4. The poems of Homer are interesting and instructive.
5. These lessons can be learned by hard study.
6. Webster's orations are much admired.
7. Study your lesson.

6. Diagram the preceding sentences.

LESSON LV.

VERBS—PARSING.

1. Parse the verbs in these sentences:

1. Each exercise must be well written.
2. Every flock contains some black sheep.
3. All the trees in yonder row have stood for many years.
4. Several elms and some maples were blown down.
5. Both rivers rise in the same plateau.
6. Large quantities of cotton are exported from this country.
7. The pitcher has been broken.
8. The architect has built an iron bridge.
9. When will you go?
10. Have you been waiting long?
11. Does the earth revolve around the sun?
12. The sailor has visited nearly all the principal cities of the world.
13. I shall have visited London by next Fourth of July.

2. Diagram the preceding sentences.

LESSON LVI.

REVIEW.

1. Notice the use of **shall, will, can, may, teach,** and **learn,** in these sentences:

1. Are you going to the picnic? I shall go if it does not rain.
2. I think you ought not to go. I will go; you shall not prevent me.
3. Can I go? You probably have the power.

4. May I go? You may.
5. Will you teach me how to solve this problem? Yes, if you will try to learn.

2. Simply to foretell, **shall** is used in the first person, and **will** in the second and third; but to express determination or a promise, **will** is used in the first person, and **shall** in the second and third.

3. In the following sentences, **shall** and **will** are used incorrectly. Make the proper corrections:

1. I will be sick, if I am not careful.
2. You shall have a pleasant journey, I hope.
3. Robert shall be fifteen years old next June.
4. I shall help you, if you wish it.
5. I will drown, nobody shall help me.
6. He will not go, if I can prevent him.
7. I do not think I will like this study.

4. Use each of the words **shall, will, may, can, teach,** and **learn** correctly in two sentences.

LESSON LVII.

REVIEW.

You have already learned that a verb agrees with its subject in person and number. Careless persons often make mistakes in the use of the verb, because they do not think of the right word as the subject.

1. Examine these sentences. You will find that the verbs agree with their subjects, although at first sight they may seem to disagree:

1. On what tree do these apples grow?
2. One of the boys is playing ball.

3. Down come rock-a-by baby and all.
4. Every one of the girls has her lesson.
5. Neither of the sick men is better.
6. On the table are a peach and an apple.
7. A sack of large red apples is in the cellar.

2. Diagram the preceding sentences.

3. Write seven sentences somewhat similar to the seven given in paragraph 1, and be sure that each verb agrees with its subject.

LESSON LVIII.

ESSAY.

Write an essay telling all you can about corn. Describe its cultivation, uses, etc. After you have written it once, go over it carefully, correcting errors, selecting better words, and improving your sentences. Then copy it in your best penmanship. Remember that you cannot learn to use good English except by always doing your best.

To the Teacher: Wheat, cotton, and other products may be described in the same way.

LESSON LIX.

ADVERBS.

1. An Adverb is a word used to modify a verb, an adjective, or an adverb.

Some adverbs answer the question **where?** Some answer the question **when?** Some answer the question **how?** Some answer the question **how much?**

2. The principal classes of adverbs, according to their meaning, are **Adverbs of Place, Adverbs of Time, Adverbs of Manner,** and **Adverbs of Degree.**

3. Write two sentences, each containing—

1. An adverb modifying a verb.
2. An adverb modifying an adjective.
3. An adverb modifying an adverb.
4. An adverb of place.
5. An adverb of time.
6. An adverb of manner.
7. An adverb of degree.

4. Examine these sentences:

1. Henry came soon.
2. John came sooner than Henry.
3. Robert came soonest of all.

5. Some adverbs, like adjectives, have three degrees of comparison.

6. Compare these adverbs:

wisely	continually	mostly	calmly
so	rapidly	partly	always
very	too	perfectly	surely

It should be remembered that not all adverbs can be compared.

7. Write two sentences, each containing—

1. An adverb of the positive degree.
2. An adverb of the comparative degree.
3. An adverb of the superlative degree.

LESSON LX.

ADJECTIVES and ADVERBS.

1. Some words are sometimes adverbs and sometimes adjectives; as—

1. This train travels **fast.**
2. It is a **fast** train.
3. He returned **late.**
4. I have read the **late** paper.
5. This is a **long** lesson.
6. Why did you remain so **long?**

2. Find two words (not given in paragraph 1) that are sometimes adjectives and sometimes adverbs. Use the words in sentences.

3. Adjectives should not be used instead of adverbs. Notice these sentences:

1. Really (not **real**) honest men can be found.
2. Did you sleep well? (not **good.**)
3. Almost (not **most**) every boy was running.
4. The day was remarkably (not **remarkable**) pleasant.

Really, well, almost, and **remarkably** are adverbs, while **real, good, most,** and **remarkable** may be adjectives.

4. The following is the order of parsing an adverb: Class, degree (if compared), compare it, name word it modifies.

EXAMPLES.

He lives here.

Here is an adverb of place, and modifies **lives.**

The clerk writes very well.

Well is an adverb of manner, positive degree (compared, **well, better, best**), modifies **writes. Very** is an adverb of degree, and modifies **well.**

5. Parse the adverbs in these sentences:

1. 'Tis always morning somewhere in the world.
2. God is everywhere.
3. The inhabitants of some islands are very savage.
4. The victory was fairly won.
5. The princess was extremely beautiful.
6. They were agreeably disappointed.
7. How well she can play!

6. Diagram the preceding sentences.

LESSON LXI.

PREPOSITIONS.

1. A Preposition is a word that shows the relation of its object to some other word in the sentence.

2. A Preposition with its object is called a **Prepositional Phrase.**

3. When a phrase modifies a noun or pronoun it is an **Adjective Phrase;** but when it modifies a verb, an adjective, or an adverb, it is an **Adverb Phrase.**

4. Many adjectives and adverbs can be expanded into phrases of a similar meaning; as —

1. He is a wealthy man (a man of wealth).
2. The messenger came speedily (with speed).

5. Change these adjectives and adverbs to prepositional phrases, and use each phrase in a sentence:

carefully	kindly	brave	courageously
talented	educated	strong	boldly

6. Sometimes two or more words are combined and used as one preposition; as, **out of, from over, in regard to, over against, by means of.**

In parsing, these may be called **Compound Prepositions.**

7. Use each of the compound prepositions mentioned above in a sentence.

8. Write three sentences, each containing —

1. An adjective phrase.
2. An adverb phrase.

9. Change each of the words printed in black letters to a phrase:

1. The **daily** tasks are ended.
2. The lark sang its **joyous** and **blissful** songs.
3. All children like **picture** books.
4. He returned **hastily.**
5. Study **diligently.**

LESSON LXII.

REVIEW.

1. A clause may be used as an adverb; as —

1. He lives where the orange tree grows.
2. The birds will return when spring comes.

In the first sentence the clause "where the orange tree grows" tells where he lives. In the second sentence the clause "when spring comes" tells when the birds will come.

2. Write two sentences, each containing —

1. An adverb clause of place.
2. An adverb clause of time.

3. The word **there** is not always an adverb of place; sometimes it merely introduces a sentence and has no connection with it. In such cases it may be called an **expletive,** or an introductory word.

1. There is an end to all things. (Introductory.)
2. There he stands. (Adverb.)

4. Write two sentences introduced by **there.**

5. Write two sentences containing **there,** an adverb of place.

6. Write a sentence containing **their.**

7. Use **there,** introductory, **there,** an adverb, and **their,** all in one sentence.

8. Fill these blanks with **is** or **are:**

1. There —— flowers in the garden.
2. There —— many people there.

3. There —— an apple and a peach in the basket.
4. There —— no one at home.
5. There —— apples on the trees.
6. There —— no signs of spring.

LESSON LXIII.

CONJUNCTIONS AND INTERJECTIONS.

1. Examine these sentences:

1. He reads or writes.
2. He traveled through the forests and over the mountains.
3. That merchant is not rich, but he is honest.

In the first sentence the conjunction **or** connects two words, in the second sentence **and** connects two phrases, and in the third sentence **but** connects two clauses.

2. A Conjunction is a word used to connect words, phrases, and clauses.

3. Write two sentences, each having a conjunction connecting —

1. Two words.
2. Two phrases.
3. Two clauses.

4. An Interjection is a word used to denote strong feeling or emotion.

Interjections are sometimes called **Exclamations.**

5. Write three sentences, each containing an interjection.

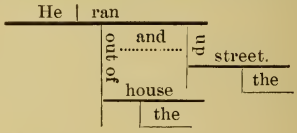
6. Write two sentences, each containing all the parts of speech.

LESSON LXIV.

REVIEW.

1. Name the part of speech of each word in these sentences:

1. It fell through the air to the ground.
2. He crossed the plains in a wagon.
3. The injured man was taken from under the ruins.
4. The traveler came from beyond the sea.
5. Carthage and Rome were rival powers.
6. The book on the desk is a dictionary.
7. Each of the workmen is in his place.
8. You should be polite to everybody.
9. Idleness is the key of beggary.
10. Out of the house and up the street he ran.

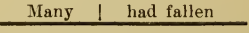


The conjunction **and** connects the two phrases.

11. Energy and persistence conquer all things.
12. The scheme failed for want of support.
13. Neither a borrower nor a lender be.

Neither nor should be parsed together as one conjunction.

14. Many, alas! had fallen in battle.



Interjections are not connected with the sentence.

2. Diagram the preceding sentences.

LESSON LXV.

PROVERBS.

1. Copy the following proverbs, and study the meaning of each one:

1. Not all that glitters is gold.
2. Beggars must not be choosers.
3. He does much that does a thing well.
4. There is no royal road to learning.
5. Make hay while the sun shines.
6. People who live in glass houses should never throw stones.
7. Industry is fortune's right hand.
8. Doing nothing is doing ill.
9. Actions speak louder than words.
10. A merry heart maketh a cheerful countenance.

2. Write, in your own words, the meaning of each of the preceding proverbs.

LESSON LXVI.

REVIEW.

Write a sentence containing—

1. A proper noun.
2. A common noun.
3. A collective noun.
4. An abstract noun.
5. A personal pronoun.
6. An adjective pronoun.
7. An interrogative pronoun.
8. A relative pronoun.

9. A descriptive adjective.
10. A definitive adjective.
11. An adjective of the comparative degree.
12. A proper adjective.
13. A regular verb.
14. An irregular verb.
15. A transitive verb.
16. An intransitive verb.
17. A verb in the passive voice.
18. A verb in the potential mode.
19. A verb in the imperative mode.
20. An infinitive.
21. An adverb of the comparative degree.

SEVENTH GRADE.

LESSON I.

SENTENCES.

1. A sentence is a thought expressed by words.

2. According to use, sentences are divided into Declarative, Interrogative, Imperative, and Exclamatory.

3. According to their form, sentences are divided into **Simple, Complex,** and **Compound.**

4. A subject combined with its predicate is often called a **Proposition.**

5. A Simple Sentence contains but one proposition.

In a simple sentence the subject, the predicate, or the object, or any two of them, or all three of them, may be compound.

6. Write a simple sentence having—

1. A compound subject.
2. A compound predicate.
3. A compound object.
4. A compound subject and a compound predicate.

7. A Clause is a proposition used as part of a sentence.

8. Examine this sentence:

Henry learns because he studies.

In this sentence there are two propositions, or clauses. The first is, **Henry learns,** and the second is, **because he studies. Because he studies** modifies **learns;** it tells **why** he learns. Because this clause is used as a modifier and depends on some other word (**learns**), it is called a **Dependent,** or **Subordinate Clause. Henry learns** is called the **Independent,** or **Principal Clause.**

9. An Independent Clause is one not dependent on any word, and contains the principal proposition.

10. A Dependent Clause is one that modifies some word or words in the independent clause, and contains the subordinate proposition.

11. A Complex Sentence is one containing an independent clause and one or more dependent clauses.

12. Write a complex sentence, connecting the two clauses by —

when, where, while, if, unless, although, after.

13. Name the independent and the dependent clause of each sentence you have just written.

LESSON II.

CLAUSES.

1. You have already learned that a relative pronoun is a connective. By examining these sentences you will observe that the relative pronoun is found in the

dependent clause of a complex sentence, and its antecedent is found in the independent clause:

1. The boy **who** gained the prize is praised by his teacher.
2. This is the book **that** I want.
3. The house in **which** I live is built of stone.

The independent clauses are, **The boy is praised by his teacher, This is the book,** and **The house is built of stone.** The dependent clauses are, **who gained the prize, that I want,** and **in which I live.**

2. A Relative Pronoun is one that relates to some preceding word or words, and connects clauses.

Remember that a relative pronoun is always in the dependent clause of a complex sentence.

3. A dependent clause may modify a noun or pronoun, a verb, an adjective, or an adverb, or it may be used as the subject or object of a sentence; therefore —

4. According to use, a dependent clause may be an **Adjective Clause,** an **Adverb Clause,** or a **Noun Clause.**

5. An Adjective Clause is one used to modify a noun or pronoun.

6. Name the adjective clause in each of these sentences, and parse the relative pronouns:

1. The man who cannot govern himself is a slave.
2. The ship that left the harbor never returned.
3. The fur which warms a monarch once warmed a bear.
4. Beauty is the mark that God sets on virtue.
5. The fish that we caught was a trout.
6. The lady whose house we occupy gives much to the needy.
7. Whom ye ignorantly worship, Him declare I unto you.

8. Savages, who have no settled abode, wander from place to place.
9. He who governs himself is a hero.

7. The adjective clause, when not restrictive,* is set off by a comma.

An adjective clause containing the relative **that** is generally restrictive.

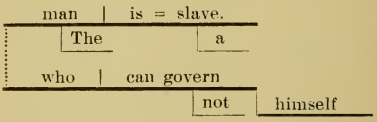
8. Write six complex sentences, each having an adjective clause.

LESSON III.

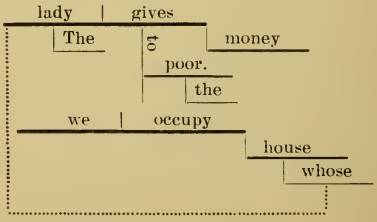
DIAGRAMMING.

1. Notice these diagrams:

1. The man who cannot govern himself is a slave.



2. The lady whose house we occupy gives money to the poor.



*Restrictive clauses will be explained in GRADE EIGHT.

As the relative pronoun is a connective, it is joined to its antecedent by a dotted line.

2. Diagram these sentences:

1. London, which is situated on the Thames, is the capital of Great Britain.
2. You who are so boastful should give some evidence of your ability.
3. The Indians lived in wigwams, which they made of bark or the skins of animals.
4. Faraday, who was a great chemist, was born in England.
5. Help those that are weak.
6. Invite the gentleman of whom you spoke.

3. Diagram the sentences in paragraph 6, lesson 2.

LESSON IV.

ADVERB CLAUSES.

1. An Adverb Clause is one used to modify a verb, an adjective, or an adverb.

2. In each of these complex sentences name the adverb clause and tell what word it modifies. Also state whether the clause expresses time, place, manner, etc.:

1. I shall go when the time comes.
2. When my friend was here, he wrote a book.

The dependent clause often precedes the independent clause.

3. Although Columbus discovered a new world, he died poor.
4. The United States had two wars with England while George III. was king.
5. If it does not rain soon, the farmers will not raise much corn.

6. He lives where it never rains.
7. Napoleon was defeated because Grouchy was late.
8. Webster died before the Civil War began.

In the third sentence, the adverb clause denotes concession; in the fifth, it denotes condition.

3. An adverb clause is set off by a comma, unless it closely follows the word it modifies; as —

1. When Bunyan wrote the "Pilgrim's Progress," he was in prison.
2. Bunyan was in prison when he wrote the "Pilgrim's Progress."

4. Write three complex sentences, each containing an adverb clause of time.

5. Write two sentences, each containing an adverb clause of place.

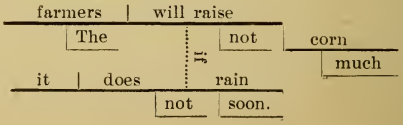
6. Write two sentences, each containing an adverb clause of cause or reason.

7. Write two sentences, one having an adverb clause of condition, and the other a clause of concession.

LESSON V.

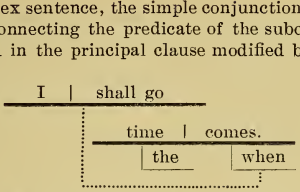
DIAGRAMMING.

1. Notice these diagrams:



In a complex sentence, the simple conjunction is placed on a dotted line connecting the predicate of the subordinate clause and the word in the principal clause modified by the subordinate clause.

2.



Besides being a connective, **when** is an adverb (conjunctive adverb), modifying **comes**; therefore, it is written under **comes**, and is connected by a dotted line to the word modified by the subordinate clause.

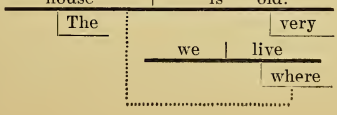
2. Diagram these sentences:

1. Men that are old and wise should be consulted by the young.
2. The criminal fled from the country whose laws he had broken.
3. Maize, which is another name for Indian corn, grows in America.
4. I am not solitary while I read, though nobody is with me.
5. Whither thou goest, I will go.
6. Confidence cannot dwell where selfishness is porter at the gate.
7. Measure your mind's height by the shadow it casts.

In this sentence the connective is a relative pronoun, understood, which is the object of **casts.**

8. One who is contented with his present attainments will never become famous.
9. The house where we live is very old.

The dependent clause, "where we live," is an adjective clause modifying **house.** **Where,** the connective, modifies **live,** and connects the dependent clause to **house.**



10. By the banks of "bonny Doon" stands the cottage in which Robert Burns was born.
11. I know a place where wild strawberries grow.
12. This is the time when peaches are ripe.
13. The stories that we read should instruct us while they amuse us.
14. Aim at perfection in everything, though in most things it is unattainable.

LESSON VI.

NOUN CLAUSES.

1. A Noun Clause is one used as a noun; as—

1. That Columbus discovered America is a historic fact.

In this sentence, the dependent clause, **That Columbus discovered America,** is the subject of the verb **is.** Therefore it is a noun clause in the nominative case. The entire sentence is the independent clause when the dependent clause is the subject, object, or part of the predicate.

2. The Bible says that God gave Moses the Ten Commandments.

In this sentence, **that God gave Moses the Ten Commandments** is the object of the verb **says.** It is a noun clause in the objective case.

3. The question is, "How can we go?"

Here the clause, **How can we go?** is used in predicate with the verb **is,** and means the same thing as the subject **question.** Therefore it is a noun clause in the nominative case.

2. In each of these sentences, pick out the noun clause, and name its case:

1. We learn from the Declaration of Independence that all men are created equal.

2. The general belief is, that the Northmen discovered America.
3. That Hannibal was a brave general, is disputed by few.
4. "A rolling stone gathers no moss," says an old proverb.
5. The Sadducees believed that there is no resurrection.
6. The prisoner's answer was, "I am not guilty."

3. A noun clause used in the predicate (attribute complement) is usually set off by a comma; as —

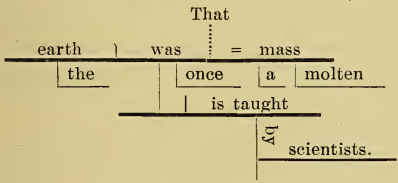
Our decision is, that the prisoner is not guilty.

4. Write two complex sentences, each having —

1. A noun clause for the subject.
2. A noun clause in the predicate.
3. A noun clause for the object.

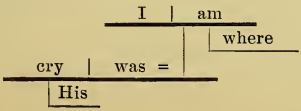
5. Study these diagrams:

1. That the earth was once a molten mass, is taught by scientists.

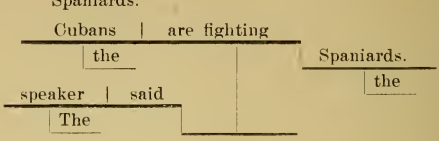


That is a conjunction, used as an introductory word, and is placed above the predicate, with which it is connected by a dotted line.

2. His cry was, "Where am I?"



3. The speaker said, "The Cubans are fighting the Spaniards."



6. Write and diagram a complex sentence containing —

1. A noun clause as subject.
2. A noun clause as object.
3. A noun clause in the predicate.

LESSON VII.

NOUN CLAUSES — DIAGRAMMING.

Diagram these sentences:

1. He asked, "What will the next lesson be?"
2. "He that borrows the aid of an equal understanding," said Burke, "doubles his own." (**Own** is an adjective.)
3. I knew that it was he.
4. "Where are all the good buried?" inquired Lamb.
5. Our conclusion is, that the statement is not correct.
6. That the world moves, was believed by Galileo.
7. The sentence for correction was, "All that glitters is not gold."
8. His statement was, "I wish that my friend would write a book."
9. The teacher asked why I inverted the divisor.

Why is an adverb of **reason,** modifying **inverted.** It does not give the reason, but asks for it.

10. "Here," said Tom, "I found them yesterday."
11. Do you know where the finest lilies grow?

12. "Wherever you go," said the maiden, "I shall go."
13. The poet Southey tells how the water comes down at Lodore.
14. That we guard our liberty with vigilance, is a sacred duty.

LESSON VIII.

COMPOUND SENTENCES.

1. Examine this sentence:

Mary reads and Lucy recites.

In this sentence there are two clauses, but neither one is a modifier; both are independent.

2. A **Compound Sentence** is one that contains two or more independent clauses.

The connective between the clauses of a compound sentence is usually **and, but, or, nor,** etc.

3. Write a compound sentence, connecting the two clauses by—

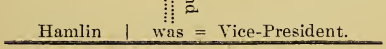
and, or, but, nor.

4. Write a simple, a complex, and a compound sentence with each of these words:

engine, soldier, farmer, rain, clouds.

5. Notice this diagram:

Lincoln was President and Hamlin was Vice-President.



The conjunction (coördinate conjunction) connecting the clauses of a compound sentence is written on a double-dotted line.

6. Diagram these sentences:

1. The army must gain a victory, or our cause will be ruined.
2. Justice was administered under the shade of a forest tree, and the jury sat upon a log.
3. Prosperity makes friends, but adversity tries them.
4. Plants live, grow, and die; but they do not feel.
5. He was not a great traveler, nor was he fond of adventure.

LESSON IX.

ANALYSIS.

1. Analyzing a sentence is naming its class, its subject, predicate, and object, and the modifiers of each.

It is important to have a systematic and logical form of analysis, using no more words than necessary.

2. Notice the analysis of these sentences:

1. The king of England gave many castles to his faithful followers.

This is a simple, declarative sentence, of which **king** is the subject, modified by the adjective **the** and the adjective phrase **of England.** **Gave** is the predicate, modified by the adverb phrase **to his faithful followers.** **Castles** is the object, modified by the adjective **many.**

2. The man that fell overboard was drowned before the boat reached him.

This is a complex, declarative sentence; **the man was drowned** is the independent clause, of which **man** is the sub-

ject, modified by **the,** an adjective, also by **that fell overboard,** a dependent, adjective clause, of which **that** is the subject, **fell** is the predicate, modified by **overboard,** an adverb of place; **was drowned** is the predicate of the independent clause, modified by **before the boat reached him,** a dependent, adverb clause of time, of which **boat** is the subject, modified by **the,** an adjective, **reached** is the predicate, and **him** is the object; **before** connects the adverb clause to **was drowned.**

It will be observed that this method of analysis includes considerable parsing.

Notice that after naming the subject, you should name all its modifiers before naming the predicate. When you name the predicate, name its modifiers before naming the object. By so doing, you will avoid much needless repetition.

3. Analyze these sentences:

1. The republic of Sparta had two magistrates.
2. Braddock's defeat was a memorable event in the French and Indian war.
3. Knowledge and timber should not be much used until they are seasoned.
4. It is not he who sings loudest and jokes most that has the lightest heart.
5. Ulysses spoke of the men and the cities that he had seen.
6. The invalid begged that we would stay with him.

When the dependent clause is a noun clause used as the subject, object, or part of the predicate, the entire sentence is the independent clause.

7. You said the enemy would not come down.
8. That a historian should not record trifles, is perfectly true.
9. The reply was, "I cannot help it."
10. The fields are fragrant, and the woods are green.

4. Diagram the preceding sentences.

LESSON X.

PHRASES—CLASSIFICATION AND USE.

1. A Phrase is a group of words properly put together, but not having a subject and predicate.

2. With respect to form, phrases are Prepositional, Infinitive, and Participial.

3. A Prepositional Phrase is one whose first word is a preposition.

4. A Participial Phrase is one whose first word is a participle.

In poetry, the preposition or the participle may not be the first word of the phrase, but it will be the first when the words are arranged in their natural order.

5. An Infinitive Phrase is one introduced by an infinitive.

It must not be supposed that every phrase is introduced by a preposition, infinitive, or participle. Many expressions that are called phrases are not so introduced; as, **ripe apples, an old man.**

6. With respect to use, phrases are Adjective, Adverb, and Noun.

7. An Adjective Phrase is one used as an adjective.

8. An Adverb Phrase is one used as an adverb.

9. A Noun Phrase is one used as a noun.

10. Classify the phrases in these sentences with respect to form and use:

1. Napoleon, having been conquered, was sent to St. Helena.

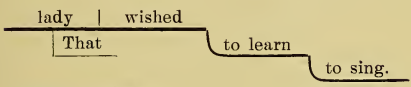
2. A stack of wheat standing on the hill was struck by lightning.
3. Franklin was sent to France to ask aid for the colonies.
4. The young lady wished to learn to sing.
5. To tell the truth is our duty.
6. To meet difficulties bravely is to conquer them.

11. Write two sentences, each having—

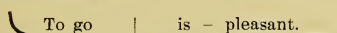
1. A prepositional phrase.
2. A participial phrase.
3. An infinitive phrase.
4. An adjective phrase.
5. An adverb phrase.
6. A noun phrase.

12. Notice these diagrams:

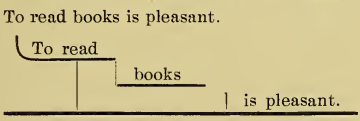
1. That lady wished to learn to sing.



2. To go is pleasant.



3. To read books is pleasant.

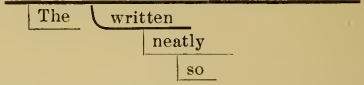


The infinitive is written on a curved line.

In the first and second the infinitive might be placed above the base line, as in the third, but it is not necessary. The fact that it is an infinitive, and its construction (office), can be shown by placing it on the base line.

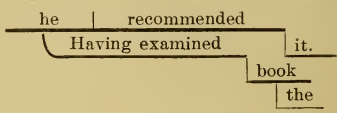
In the third sentence it is better to place the infinitive on a support, in order to indicate that it is the subject of is, and that it has an object.

4. The letter written so neatly has been received.



The diagram for the participle is the same as that for the infinitive.

5. Having examined the book, he recommended it.



LESSON XI.

REVIEW.

Analyze these sentences, then diagram them:

1. If spring has no blossoms, autumn will have no fruit.
2. I love to lose myself in other men's minds.
3. A pronoun is sometimes followed by the noun to which it refers.
4. When anger rises, think of the consequences.
5. We should endeavor to secure the friendship of that Being who holds in his hands the reins of the universe.
6. He was anxious to go, but his friends restrained him.
7. We know not when he departed.
8. The general opinion is that Cuba deserves freedom.
9. The time, so long expected, finally arrived.
10. Having carefully read the letter, he laid it away.

In the fifth sentence, **should endeavor** is intransitive. **To secure** is used as an adverb and modifies **should endeavor.**

LESSON XII.

NOUNS—REVIEW.

1. By a figure of speech called **Personification,** neuter objects are sometimes regarded as either masculine or feminine.

Thus, **the sun, time, death, war,** etc., are usually considered as masculine; and the **earth,** the **moon, virtue,** a **ship, night,** etc., are generally considered as feminine. Names of objects conveying the idea of **strength, power,** or **grandeur** are in the masculine when personified; and names of objects conveying the idea of **beauty** or **weakness** are feminine. "The sun shines in his splendor, and the moon displays her silvery light."

Sometimes, when the personification is strongly marked, the name of the personified object should begin with a capital; as, "Come, O gentle Spring! with all thy beauty."

2. Learn the masculine and feminine forms of these nouns, and notice the formation of each:

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
abbot,	abbess;	duke,	duchess;
actor,	actress;	emperor,	empress;
administrator,	administratrix;	friar, monk,	nun;
archduke,	archduchess;	gander,	goose;
bachelor,	maid, spinster;	gentleman,	gentlewoman, lady;
baron,	baroness;	giant,	giantess;
beau,	belle;	hart,	roe;
bridegroom,	bride;	heir,	heiress;
cock, rooster,	hen;	hero,	heroine;
count, earl,	countess;	lad,	lass;
czar,	czarina;	lord,	lady;
don,	doña;	lion,	lioness;
drake,	duck;	marquis,	marchioness;
		negro,	negress;

Masculine.	*Feminine.*	*Masculine.*	*Feminine.*
nephew,	niece;	sultan,	sultana;
peer,	peeress;	swain,	nymph;
prince,	princess;	testator,	testatrix;
prior,	prioress;	viscount,	viscountess;
shepherd,	shepherdess;	widower,	widow;
stag,	hind;	wizard,	witch.

3. A noun is not often found in the first person, and when it is, it is used in connection with a pronoun that represents the speaker; as—

1. I, **John**, saw the Holy City.
2. We, the **members** of the Crescent Literary Society.

4. Letters, figures, and signs form the plural by adding the apostrophe (') and **s**; as—

1. Dot your **i's** and cross your **t's.**
2. Your **2's** are too large.

5. The following are plural in form, but are always singular in meaning:

news, gallows, mathematics, ethics, politics, and other words ending in **ics.**

6. Write two sentences, each having a noun in the—

1. Masculine by personification.
2. Feminine by personification.

7. Write a sentence containing a noun in the first person.

8. Write a sentence containing the plural of—

1. A letter.
2. A figure.
3. A sign (+ or −).

LESSON XIII.

CASE.

1. A noun used in the predicate with a verb in the passive voice is in the nominative case; as —

1. Architecture has been called frozen **music.**
2. He was elected **captain.**

2. A word may be in the Objective Case after a participle; as —

Hearing a **noise,** I turned.

3. Nouns denoting **weight, measure, value, distance, time,** etc., are in the Objective Case without a governing word; as —

1. The mountain is three **miles** high.
2. This man weighs two hundred **pounds.**
3. Good butter is worth thirty **cents a pound.**
4. This plant has grown two **inches** since yesterday.

Tell why each of the words in black type in the preceding sentences is in the objective case.

4. Examine these sentences:

1. I wish to go.
2. I wish Henry to go.

Who is to go, in the first sentence? In the second sentence? What is the subject of the first sentence? Of the second?

In the first sentence, **I,** the subject of the sentence, is also the subject of the infinitive **to go.** In the second sentence, **Henry** is the subject of the infinitive **to go,** and is in the objective case.

5. A noun or pronoun used as the subject of an infinitive is in the **Objective Case,** unless it is also the subject of the proposition.*

*When the subject of the infinitive is a predicate noun, it is in the nominative case; as, "He is the man to be blamed."

6. Name the case of each of the subjects of these infinitives:

1. The father wishes his son to study grammar.
2. The son does not wish to study grammar.
3. The traveler planned to go to Africa.
4. The showman wanted his lion to be tamed.

7. Notice this sentence:

I want him to be a teacher.

Teacher is used after the intransitive verb **to be,** and denotes the same person as **him.** It is in the objective case because **him** is in the objective case. Since it agrees with an objective subject, it may properly be called an **Objective Attribute.**

8. When an intransitive infinitive has an objective subject it may have an objective attribute.

9. The objective attribute should be distinguished from the object of a transitive infinitive.

1. They thought her to be a musician.
2. They went to hear a musician.

In the first sentence, **musician** is in the objective case, objective attribute to agree with **her,** the objective subject of **to be.** In the second sentence, **musician** is in the objective case, object of the transitive infinitive **to hear.**

10. Write three sentences, each having a noun or pronoun in the objective case —

1. Object of a participle.
2. Object of an infinitive.
3. Without a governing word.
4. Subject of an infinitive.
5. Objective attribute.

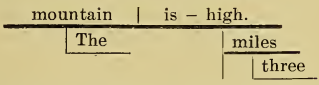
11. Write three sentences, each containing a noun in the nominative case after a passive verb.

LESSON XIV.

DIAGRAMMING.

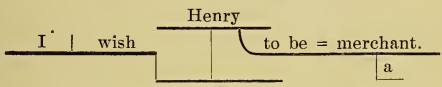
1. Notice these diagrams:

1. The mountain is three miles high.



A noun in the objective case without a governing word is diagrammed as if it were the object of a preposition, but nothing is written on the preposition line. As no preposition is understood, no cross should be used.

2. I wish Henry to be a merchant.



"Henry to be a merchant" is the object of **wish.**

2. Diagram these sentences:

1. Think that to-day shall never dawn again.
2. We remained a week at Saratoga.
3. We rode three hours through a beautiful valley.
4. We walked four miles an hour.
5. Some houses in Chicago are one hundred and fifty feet high.
6. This man desires his son to be a lawyer.
7. They wanted John to become a doctor.
8. He asked a dollar a bushel for his wheat.
9. His objection was that the boy was too young.
10. The Indian loves the spot where his fathers are buried.
11. A township is six miles square.
12. Kansas is four hundred miles long and two hundred miles wide.

Such expressions as **four hundred, two hundred,** etc., should be used as a single adjective.

13. The father desired his son to study algebra.
14. We resided three months in Paris.
15. In some places the ocean is five miles deep.

LESSON XV.

POSSESSIVE CASE.

1. When the same thing belongs to two or more in common, the possessive sign is added only to the last; as —

1. Parker and Wilson's store.
2. Lucy and Mary's books.

Parker's and Wilson's store means that each owns a store. **Parker's and Wilson's stores** means that each owns more than one store. **Parker and Wilson's stores** means that they own more than one store in partnership.

2. When two nouns are in apposition the possessive sign is added only to the one nearest the name of the object possessed; as —

1. King Henry's dominions.
2. Henry, the king's, dominions.

In each of these sentences **Henry** and **king** are both in the possessive case, but only one sign is used.

3. Such complex nouns as **son-in-law, Duke of Wellington,** etc., use but one possessive sign, and add it to the last word; as —

1. His son-in-law's home.
2. The Duke of Wellington's career.

4. The following sentences are all correct. Give reasons for the use of the possessive sign:

1. These are neither Luther's nor Lucy's books.
2. This occurred neither during Lincoln's nor Grant's administration.
3. Smith, the captain's, life was full of adventure.
4. I bought this book at Johnson, the bookseller's, store.
5. Brown and Green's factory is large.
6. Bowman's and Haddam's house are large.
7. Bowman's and Haddam's houses are large.

In the 6th sentence, the word **house** is understood after the word **Bowman's.** In the 7th sentence, the word **houses** is understood after the word **Bowman's.**

5. Correct where necessary:

1. Howard's, the philanthropist's, life was spent in alleviating the sufferings of others.
2. For the prisoner's sake, his brother's.
3. He did it at his mother's request, a kind lady.
4. The Bank of England was established in William's and Mary's reign.
5. This was neither the teacher nor the students' desire.
6. Whittier's, the poet's, "Snow-Bound" is much admired.
7. The Queen's of England salary is large.
8. We use Allen & Greenough's Latin grammar.

6. A noun in the possessive case is sometimes used to form a part of a complex or compound noun. When so used it should not be parsed separately; as —

1. Harper's Ferry is a town on the Potomac.
2. Bunyan wrote the **Pilgrim's Progress.**

LESSON XVI.

POSSESSIVE CASE.—REVIEW.

1. Write three sentences, each containing two or more nouns denoting joint ownership.

2. Write three sentences, each containing two or more nouns denoting separate ownership.

3. Write a sentence containing the possessive singular of —

father-in-law, king of India, Duke of Wellington.

4. Change these expressions to the form of the possessive case; thus:

The signature of the author—The author's signature.

1. The sting of the bee.
2. The stings of the bees.
3. The house of my friend George.
4. The domain of Alexander the Great.
5. The trial of Mary, Queen of Scots.
6. The home of Mary and Martha (sisters).
7. The homes of Mary and Martha (not sisters).
8. The poems of Bryant or Whittier.
9. The pianos of Root & Cady. (Joint possession.)
10. The pianos of Steinway and Chickering. (Separate possession.)

5. Write three sentences, each containing a noun in the possessive by apposition.

LESSON XVII.

NOUN CLAUSES.—REVIEW.

1. A noun clause may be in apposition with a word; as—

1. The doctrine that all men are created equal was held by our fathers.
2. It is evident that my friend is right.
3. Do you believe the old proverb, "Honesty is the best policy"?

In the first sentence the noun clause, "that all men are created equal," is in the nominative case in apposition with **doctrine,** the subject.

In the second sentence the clause, "that my friend is right," is in the nominative case in apposition with **it,** the subject.

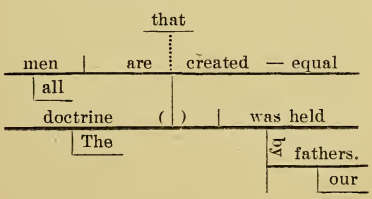
In the third sentence the clause, "Honesty is the best policy," is in the objective case in apposition with **proverb,** the object.

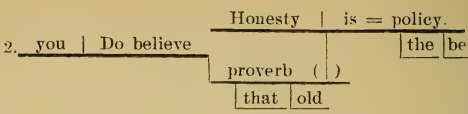
2. Write two sentences, each containing a noun clause in apposition with the subject.

3. Write two sentences, each containing a noun clause in apposition with the object.

4. Notice these diagrams:

1.





5. Diagram these sentences:

1. She was eight years old, she said.
2. That boy does not obey the command, "Honor thy parents."
3. Is it true that Cromwell was a patriot?
4. The ornaments of a home are the friends that frequent it.
5. Franklin, the philosopher and statesman, was American minister to France.
6. Where the Indians came from is not known.
7. A single sentinel was pacing to and fro beneath the arched gateway which leads to the interior, and his measured footsteps were the only sound that broke the breathless silence of the night.
8. Diligence is the mother of good luck; and God gives all things to industry.

LESSON XVIII.

REVIEW.

1. Write a sentence having a noun in the—

1. Nominative case in predicate.
2. Nominative case in apposition with the subject.
3. Nominative case in apposition with predicate noun.
4. Nominative case by direct address.
5. Objective case in apposition with the object.
6. Objective case in apposition with the object of a preposition.
7. Objective case without a governing word.
8. Objective case, subject of an infinitive.
9. Objective case, objective attribute.

2. Write a sentence having a noun clause in the—

1. Nominative case, subject.
2. Nominative case in apposition with the subject.
3. Nominative case in the predicate.
4. Objective case, object of a verb.
5. Objective case in apposition with a noun.

3. Write a sentence containing a word in apposition with—

the Hudson	London	Shakespeare	Europe
Victoria	Italy	Longfellow	animal

LESSON XIX.

PROVERBS.

1. Copy the following proverbs, and study the meaning of each one:

1. There 's many a slip 'twixt the cup and the lip.
2. Charity begins at home.
3. If wishes were horses, beggars would ride.
4. Our deeds are fetters which we forge ourselves.
5. One swallow does not make a summer.
6. Keep your shop, and your shop will keep you.
7. Discretion is the better part of valor.
8. Fetters, even of gold, are heavy.
9. He that is surety for another is never sure of himself.
10. Faithful are the wounds of a friend.

2. Write, in your own words, the meaning of each of the preceding proverbs.

LESSON XX.

PRONOUNS.

1. A Compound Relative Pronoun is one that is formed by adding **ever** or **soever** to the relatives **who, which,** and **what.**

2. **What,** when a relative, is equivalent to **the thing which,** or **the things which,** and is called a **Double Relative.**

3. Adjective Pronouns are sometimes called **Pronominal Adjectives.**

4. Adjective Pronouns may be divided into **Demonstrative Pronouns** and **Indefinite Pronouns.**

5. The Demonstrative Pronouns are:

this, that, these, those, both, former, latter.

6. The most common Indefinite Pronouns are:

all, any, each, either, neither, few, many, none, one, other, another, some, several, such.

7. To **Decline** a noun or pronoun is to give its various forms to represent the different numbers and cases.

DECLENSION OF PRONOUNS.

PERSONAL PRONOUNS.

Singular. Nominative:	I	thou	you	he	she	it
Possessive:	my, mine*	thy, thine*	your, yours*	his	her, hers*	its
Objective:	me	thee	you	him	her	it
Plural. Nominative:	we	ye	you	they		
Possessive:	our, ours	your, yours	your, yours	their, theirs		
Objective:	us	you	you	them.		

*Most authors consider **mine, thine, yours,** and **hers** in the possessive case. For another view, see GRADE EIGHT.

RELATIVE PRONOUNS.

Singular.	Nominative:	who	which
	Possessive:	whose	whose
	Objective:	whom	which

The plural of the relatives is the same as the singular.
That and **what** are not declined.

The interrogatives **who** and **which** are declined in the same manner as the relatives **who** and **which.**

COMPOUND RELATIVES.

Singular.	Nominative:	whoever	whosoever
	Possessive:	whosever	whosesoever
	Objective:	whomever	whomsoever

The plural is the same as the singular.
Whatever and **whatsoever** are not declined.

8. Since a compound relative represents both the antecedent and the relative, it should be used only when the antecedent is not expressed.

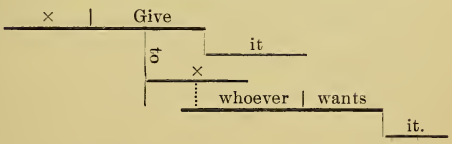
"Give it to whoever wants it" is correct, but "Give it to the person whoever wants it" is incorrect.

LESSON XXI.

DIAGRAMMING.

1. Notice these diagrams:

1. Give it to whoever wants it.

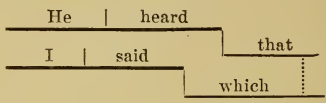


As the antecedent of a compound relative is never expressed, its place is indicated by a cross.

Remember that a relative (simple or compound) is always in the dependent clause, but its antecedent is always in the independent clause.

2. He heard what I said.

What = that which.



2. Parse the pronouns in these sentences, according to the model found on page 39.

1. Where lies the land to which the ship would go?
2. My ramble soon led me to the church, which stood a little distance from the village.
3. He that is not with me is against me
4. It was a dreary road.
5. It is strange that he should do it.

The antecedent of the first **it** is the noun clause **that he should do it.**

6. It was James that we saw.
7. It is they who must go.
8. You yourself should go.
9. Whom did you see?
10. Take what you want.
11. Whoever wants it can have it.

Notice the idiomatic uses of **it** in the 5th, 6th, and 7th sentences. **It** may refer to a phrase, a clause, or to a noun of the masculine or feminine, singular or plural, for its antecedent.

3. Diagram the preceding sentences.

LESSON XXII.

REVIEW.

1. Write a sentence in which the antecedent of **it** is —

 1. A clause.
 2. A phrase. (It is wrong to steal.)

2. Write a sentence in which **it** refers to a —

 1. Masculine pronoun.
 2. Feminine pronoun.
 3. Plural pronoun.

3. Write a sentence containing —

 1. A compound personal pronoun, first person.
 2. A compound personal pronoun, second person.
 3. A compound personal pronoun, masculine.
 4. A compound personal pronoun, singular, masculine, nominative.
 5. A compound personal pronoun, plural, nominative.
 6. A relative pronoun, nominative.
 7. A relative pronoun, object of a verb.
 8. A relative pronoun, object of a preposition.
 9. A relative pronoun, possessive case.
 10. A compound relative.
 11. A double relative.

LESSON XXIII.

RELATIVE PRONOUNS.—REVIEW.

1. Of the relative pronouns, **who** is used for persons, **which** for animals and things, and **that** for persons, animals, and things.

It will be seen that the only difficulty in the choice of a relative is in deciding when to use **that**.

2. **That** is to be preferred to **who** or **which**—

1. When the antecedent embraces both persons and things; as, **The soldiers and horses that I saw.**
2. After the words **all, very,** and **same.**
3. After an adjective in the superlative degree.*

3. Give reasons for using **that** in these sentences:

1. The men and cattle that were on the train were killed in the wreck.
2. I watched the boy and monkey that were entertaining the crowd on the street.
3. This is the same book that my father used.
4. The thief lost all the money that he stole.
5. Solomon is said to be the wisest man that ever lived.

4. Fill these blanks with **who** (or **whom**), **which,** or **that:**

1. He was deceived by the friend in —— he trusted.
2. These are the same persons —— assisted us before.
3. All —— he heard did not change his opinion.
4. These Germans still remember the friends and the home —— they left in Europe.
5. The train on —— you came was two hours late.
6. He was the first —— succeeded.

(**First** may be considered a superlative.)

5. Give the reason for the case of each pronoun in these sentences:

1. To whom did he go?
2. Whom did he tell? her or him?
3. It was intended for either you or him.
4. It was she.
5. It might have been they.
6. Know well whom you admit to your friendship.

Whom is the object of **admit,** not of **know.** The object of **know** is **person** understood, or the clause "whom you admit to your friendship."

*For the use of **that** in restrictive clauses, see GRADE EIGHT.

7. This is between you and me.
8. I thought it was he.
9. I thought it to be him.
10. Whom did you take him to be? (You did take him to be whom?)
11. There are few better men than he (is).
12. He mistook her for me.

LESSON XXIV.

PRONOUNS — Continued.

Give the reason for the case of each pronoun in these sentences:

1. Do you know whom he sent?
2. Do you know who went?
3. Them that honor me I will honor. (I will honor them that honor me.)
4. He wants you and me to go.
5. I saw you and him in the store.
6. If I were he I would go to school.
7. Who will go? He.
8. Whom did he meet? Him.
9. Whom was it from?
10. It was she I sought.

The object of **sought** is **whom** understood.

11. Who do men say that I am?
12. Whom do you think they will elect?
13. There is a difference between a ruler and him who is ruled.
14. I do not know whom you mean.
15. How can we tell whom to trust?
16. Teacher, let Mary and me sit together.
17. The boys laughed at us girls.

LESSON XXV.

PRONOUNS—Continued.

Fill these blanks with pronouns in the correct case. Give reasons for your choice:

1. This is a secret between —— and ——.
2. —— did you see?
3. He knows —— it was.
4. Was it —— —— you met?
5. What were you and —— talking about?
6. My brother did fully as well as ——.
7. Her mother and —— have gone to the city.
8. —— that seek shall find.
9. Is it —— you wish to see?
10. —— do you take me to be?
11. Mother went with sister and ——.
12. We did not tell her —— the letter was from.
13. Can you teach —— and —— to draw?
14. —— is younger than ——.
15. The teacher asked —— and —— to stay.
16. It is ——, ——, and —— that are to blame.
17. He is the same man —— met us on the bridge.
18. There goes the man —— house was burned.
19. The gentleman —— you spoke to is my uncle.
20. This is the longest lesson —— we ever had.
21. The men and the tools —— you sent for have arrived.
22. —— do you sit with?
23. I know —— you love.
24. —— do you think that I am?
25. Did you see Robert and ——?
26. I saw you and —— in the city.

LESSON XXVI.

PRONOUNS — Continued.

Fill these blanks with pronouns in the correct case. Give reasons for your choice:

1. Father told James and —— to go to school.
2. He addressed Lillian and ——.
3. All are gone but —— and ——. (When **but** means except, it is a preposition.)
4. It was —— —— you said it was.
5. It was —— —— you said it to be.
6. Who is there? Only ——.
7. The entertainment was pleasing to John and ——.
8. Would you attend if you were ——?
9. You suffer more than ——.
10. There is no one here but you and ——.
11. The merchant left word for you and —— to call at his store.
12. They as well as —— were disappointed.
13. It was either —— or his brother that called.
14. Such boys as —— are not good companions.
15. —— will you call next?
16. I do not know —— to compare him to.
17. Do you remember —— he married?
18. Do you remember —— gave you the book?
19. Do you remember —— he went with?
20. —— do you think it was that called?
21. —— are you going to vote for?
22. To whom did he refer? —— or ——?
23. Lucy and —— go to school. (This blank can be filled by nine different personal pronouns. Find them.)

LESSON XXVII.

PRONOUNS—Continued.

1. **Which** and **what** often are interrogative adjectives; as—

1. Which book have you?
2. What answer did he make?

We have now used **what** as an interrogative pronoun, a double relative, and an adjective. It is sometimes an adverb, meaning **partly**; as, "What by economy and what by industry he amassed a fortune."

What is also an interjection; as, "What! did he go?"

2. In these sentences each pronoun agrees with its antecedent in gender, person, and number. Examine carefully:

1. Each one of us must prepare **his** own lesson.
2. Boys, every one of you is responsible for **his** own conduct.
3. Has everybody solved **his** problems?
4. All the girls have **their** hats.
5. Each girl has **her** hat.
6. Each person in the world should do **his** best.
7. Not an elk nor a deer made **its** appearance.
8. Many a man looks back on the days of **his** youth with regret.
9. Neither Mary nor Susan offered **her** assistance.
10. Mary and Susan offered **their** assistance.
11. If any one thinks it is easy to recite a poem in public, let **him** try it.
12. The earth is my mother, and I will recline upon **her** bosom.
13. Every governor and magistrate does as **he** thinks best.

14. No man or woman is able to get rid of **his** vices without a struggle.
15. Each man and woman must do **his** duty.

In each of the last two sentences, the pronoun **his** has two antecedents,—one masculine and one feminine. In such cases the pronoun should be masculine.

3. Write eight sentences, each having a personal pronoun, or a compound personal pronoun, and be sure that each pronoun agrees with its antecedent. Have such sentences as will show that you understand the subject.

LESSON XXVIII.

PRONOUNS — Continued.

Fill each of these blanks with the proper personal pronoun to agree with its antecedent:

1. Every person should try to improve —— mind and heart.
2. Each of our party carried a knapsack with ——.
3. A person who is resolute and energetic will be apt to succeed in —— undertakings.
4. I did not notice which one of the men finished —— work first.
5. Every soldier and every officer remained at —— station all night.
6. Mary and Lucy will favor us with —— company.
7. Mary or Lucy will favor us with —— company.
8. Notice is hereby given to every person to pay —— taxes.
9. All persons are required to pay —— taxes.
10. You borrow one foot, or twelve inches, and add —— to the upper number.

11. Every herb, every flower, and every animal shows the wisdom of Him who made ——.
12. Coffee and sugar are luxuries, but great quantities of —— are consumed annually.
13. If anyone wishes to join the church, let —— come forward.
14. It is difficult for any judge or juror to be unprejudiced in —— opinion.
15. Every city, village, and farm furnishes —— quota of soldiers.
16. This is such bad news that I cannot believe ——.
17. If you find "Longfellow's Poems," send —— to me.
18. The audience kept —— seats until the close.
19. If you have any molasses, please send me a gallon of ——.
20. The government will be compelled to change —— orders.
21. If any boy or girl be absent, —— must go to the foot of the class.
22. Do you know which one of the students wrote —— essay first?
23. Lincoln, the President, the Emancipator, and the Martyr, will always live in the hearts of —— countrymen.

LESSON XXIX.

ANALYSIS.

1. Analyze these sentences, and parse the nouns and pronouns:

1. I was born an American, I live an American, and I shall die an American.
2. He that would have the kernel must crack the shell.
3. The truly great man is he who does not lose his child-heart.

4. I refer to Milton, him who wrote "Paradise Lost."
5. It was Hadley, he who wrote a Greek grammar.
6. Reputation is what we are thought to be; character is what we are.
7. The tongue is the only weapon that can heal the wounds that it makes.
8. I have heard of Byron, the poet's, dissipation.
9. It was Joseph, he whom Pharaoh promoted.
10. This is the book that we are to study.
11. I believe in a religion whose origin is divine.
12. Whoever comes shall be admitted. (Whoever = he who.)
13. I remember what was said.
14. Conscience makes the bitter memory of what he was.
15. Whosoever will may come.

2. Diagram the preceding sentences, omitting the 6th and 10th.

LESSON XXX.

REVIEW.

1. Write a sentence containing a noun —

1. In the nominative, apposition with subject.
2. In the nominative, apposition with attribute complement.
3. In the objective, apposition with object of verb.
4. In the objective, apposition with object of preposition.
5. In the objective, subject of infinitive.
6. In the objective, objective attribute.
7. In the objective, apposition with subject of infinitive.
8. In the objective, apposition with objective attribute.
9. In the possessive by apposition.
10. In the nominative, independent.
11. In the objective without a governing word.

2. Write one sentence in accordance with each of the first six of the preceding directions, using pronouns instead of nouns.

LESSON XXXI.

ADJECTIVES.

1. Numeral Adjectives are divided into **Cardinals, Ordinals,** and **Multiplicatives.**

2. Cardinals denote simply the number of objects; as, **three, forty.**

3. Ordinals denote the position of an object in a series; as, **third, fortieth.**

4. Multiplicatives denote how many fold; as, **threefold, fortyfold.**

5. Comparison is a variation of descriptive adjectives to express the quality in different degrees.

6. There are three Degrees of Comparison: the Positive, the Comparative, and the Superlative.

7. The Positive Degree expresses the simple quality; as, **large, wise.**

8. The Comparative Degree expresses the quality in a higher or lower degree; as, **larger, less wise.**

The Comparative is used in comparing two objects or classes of objects; as, **James is taller than his brother. These two apples are larger than those three.**

9. The Superlative Degree expresses the quality in the highest or lowest degree; as, **largest, least wise.**

The Superlative is used in comparing three or more things; as, **Jupiter is the largest of the planets. Samuel is the oldest of the three boys.**

The rules for comparison will be found in GRADE SIX. The following additional rule is given:

10. Adjectives of two syllables ending in **ow,** and some adjectives of two syllables accented on the last are compared by adding **er** and **est;** as, **narrow, narrower, narrowest; polite, politer, politest.**

11. Adjectives may be placed before the words they modify, they may be used in the predicate, or they may be used appositively; as —

1. The white and pure snow covered the landscape.
2. The snow is white and pure.
3. The snow, white and pure, covered the landscape.

An adjective modifying a pronoun nearly always follows it; as, "We all are guilty." "You all are invited."

12. Write a sentence containing:

1. A multiplicative.
2. An adjective used appositively.
3. An adjective modifying a pronoun (not in predicate).

LESSON XXXII.

ADJECTIVES — Continued.

1. Sometimes the use or the omission of **a, an,** or **the** makes quite a change in the meaning of the sentence.

The black and the white horse means two horses. **The black and white horse** means one horse with two colors. **A house and a lot** means two separate pieces of property; the house is not on the lot. **A house and lot** means that the house is on the lot. **He was married to an amiable and an estimable woman** means that he had two wives. **He was married to an amiable and estimable woman** means that he had one wife.

2. The following sentences are correct. Examine them carefully:

1. He has another and better reason.
2. He has another and a better reason.

What difference in the meaning of these two sentences?

3. He does not deserve the name of gentleman.
4. The whites of America are descendants of the Europeans.

Why not **the** descendants?

5. The north and the south line of the field extend east and west.
6. The north and south lines on a map are meridians. They extend north and south.
7. This kind of horses and these kinds of cattle are not found in Asia.

3. In some of these sentences the adjectives are used incorrectly. Correct where necessary:

1. The right and left hand were both diseased.*

*I prefer "the right and the left hand," but there is good authority for using "the right and left hands."

2. The Latin and the Greek words in English are many.
3. I do not admire those kind of people.
4. The fourth and the fifth verse are short.
5. My uncle owns a large and small house.
6. One who rules is often known by the name of a king.
7. The sick and wounded were left in the camp.
8. I have not heard from home for this two weeks.

4. Observe that when the article is repeated the verb will often be plural, although the subject expressed may be singular.

1. The east and the west end [not ends] of the house are white.
2. An old and a new book are on the table.

It will readily be seen that in the above sentences one subject is understood.

LESSON XXXIII.

ADJECTIVES—Continued.

1. The comparative considers the objects compared as belonging to different classes.

1. The mother was fairer than any of her daughters.
2. Texas is larger than any other state in the Union.

The rule in paragraph 1 is sometimes expressed by saying, "When the comparative is used, the latter term of comparison must exclude the former." In the second sentence just given, the latter term of comparison is **any other state,** which does not include **Texas,** the former term of comparison. If **other** is omitted, the latter term will be **any state**, which will, of course, include **Texas.**

2. The superlative considers the objects as belonging to one class.

1. The mother was the fairest of women.
2. Texas is the largest state in the Union.

The rule in paragraph 2 is sometimes expressed by saying, "When the superlative is used, the latter term of comparison must include the former." In the second sentence just given, the latter term of comparison is **state in the Union,** which will include **Texas.**

3. In the following sentences the comparative and the superlative are used correctly. Study carefully:

1. My mother is the eldest of five sisters.
2. Which is the better of the two?
3. Iron is more useful than any other metal.
4. Iron is the most useful of metals.
5. This picture is, of all paintings, most fascinating to me.
6. China has a greater population than any other country on the globe.

4. Some of the following sentences are incorrect. Make the proper changes:

1. The youngest of the two sisters is the handsomest.
2. He is the strongest of all the boys in school.
3. The boy is the brightest of all his classmates.
4. Gold is more valuable than any other metal found in the United States.
5. Natural scenery pleases me the best of anything else.
6. That tree overtops all the trees in the forest.
7. Our present teacher is better than any teacher we ever had.
8. Our present teacher is the best we ever had before.
9. Nothing pleases me as much as beautiful scenery. (Say **nothing else.** Why?)
10. This man, of all others, deserves promotion.

LESSON XXXIV.

COMPARISON.—REVIEW.

1. Write sentences comparing the following things, using first the comparative, then the superlative form:

1. The Mississippi, a long river; other rivers in the United States shorter.

The Mississippi is longer than any other river in the United States. The Mississippi is the longest river in the United States.

2. Lake Superior, a large body of fresh water; other lakes of fresh water, smaller.
3. Rhode Island, a very small State; other States of the Union, larger.
4. James, who is the best reader; other boys in the school.
5. The population of London; the population of other cities in the world.
6. The Himalaya mountains; other mountains in the world.
7. The falls of Niagara; other falls in the United States.
8. This picture, much admired; other pictures in the room, less admired.
9. Queen Victoria's reign, long; the reigns of other English rulers, not so long.
10. Our grammar lessons, hard; other lessons are not so hard.

2. Write three sentences, using the comparative degree, comparing two objects of your own selection.

3. Rewrite the sentences of the preceding paragraph, using the superlative degree.

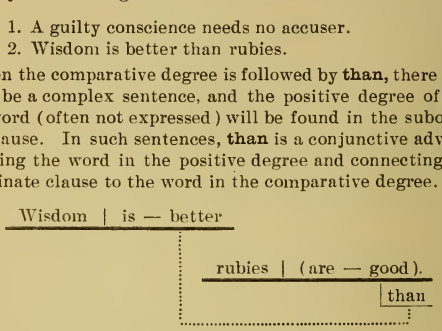
LESSON XXXV.

DIAGRAMMING.

Analyze and diagram these sentences:

1. A guilty conscience needs no accuser.
2. Wisdom is better than rubies.

When the comparative degree is followed by **than,** there will always be a complex sentence, and the positive degree of the same word (often not expressed) will be found in the subordinate clause. In such sentences, **than** is a conjunctive adverb, modifying the word in the positive degree and connecting the subordinate clause to the word in the comparative degree.



3. Every cloud has a silver lining.
4. Sugar is sweeter than honey.
5. New York is larger than Massachusetts.
6. Much money and abundant food were sent to the needy sufferers of the lower Mississippi valley.
7. He wandered over the earth, sad and weary.

Sad and **weary** are predicate adjectives.

8. The end must justify the means.
9. Fame is the last infirmity of noble minds.
10. A friend should bear his friend's infirmities.
11. Did you find the book you wanted? (Relative pronoun omitted.)
12. This is the answer I expected.
13. Raphael painted some very wonderful pictures.
14. The weather-cock on the steeple told, in all kinds of weather, the direction of the wind.
15. Harold, the last Saxon king, was conquered by William, Duke of Normandy.

16. Everyone can master a grief, but him that hath it.
17. Grief is best pleased with grief's society.
18. Bees gather honey for themselves, and men rob them of it.
19. Napoleon, the man Wellington defeated at Waterloo, died at St. Helena.

LESSON XXXVI.

VERBS.

1. Sometimes a verb usually intransitive has an object; as —

1. I dreamed a dream.
2. He ran a race.

In such sentences the verb is transitive.

2. Certain forms of the verb are called **Principal Parts;** they are the Present Indicative, the Past Indicative, and the Past Participle.

These are called the principal parts, because the other parts are obtained from them.

3. Auxiliary Verbs are those used in the conjugation of other verbs. They are **do, be, have, shall, will, may, can, must.**

Do, be, and **have** are often used as principal verbs.

4. A Finite Verb is any mode or tense of the verb except the infinitive and the participle.

5. The following list of irregular verbs should be studied until pupils are able to give the principal

parts of all in general use. Those marked **r** are also regular. Forms little used are printed in black:

Pres.	*Past.*	*Past P.*
abide	abode	abode
am, be	was	been
arise	arose	arisen
awake, r.	awoke	awaked
bake	baked	baked **baken**
bear	bore **bare**	born
bear (to carry)	bore **bare**	borne
bet	bet	bet
bless, r.	blest	blest
bid	bid, bade	bidden, bid
bind	bound	bound
bite	bit	bitten, bit
bleed	bled	bled
blow	blew	blown
break	broke **brake**	broken
breed	bred	bred
beat	beat	beaten beat
begin	began	begun
bend, r.	bent	bent
bereave, r.	bereft	bereft
beseech	besought	besought
bring	brought	brought
build, r.	built	built
burn, r.	burnt	burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
chide	chid	chidden chid
choose	chose	chosen
cleave, r. (to split)	clove cleft **clave**	cloven cleft
cling	clung	clung
clothe, r.	clad	clad
come	came	come
cost	cost	cost
creep	crept	crept
crow, r.	crew	crowed
cut	cut	cut
dare, r.	durst	dared
deal	dealt	dealt
dig, r.	dug	dug
do	did	done
draw	drew	drawn
dream, r.	dreamt	dreamt
dress, r.	drest	drest
drink	drank	drank drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
gild, r.	gilt	gilt
gird, r.	girt	girt
give	gave	given
go	went	gone

Pres.	*Past.*	*Past. P.*
grave, r.	graved	graven
grow	grew	grown
grind	ground	ground
hang, r.	hung	hung
have	had	had
hear	heard	heard
heave, r.	hove	hove
hew, r.	hewed	hewn
hide	hid	hidden,hid
hit	hit	hit
hold	held	held **holden**
hurt	hurt	hurt
keep	kept	kept
kneel, r.	knelt	knelt
knit, r.	knit	knit
know	knew	known
lade, r.	laded	laden
lay	laid	laid
lead	led	led
lean, r.	leant	leant
leap, r.	leapt	leapt
leave	left	left
lend	lent	lent
let	let	let
lie (recline)	lay	lain
light, r.	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mow, r.	mowed	mown
pay	paid	paid
pen, r. (to inclose)	pent	pent
put	put	put
quit, r.	quit	quit
rap, r.	rapt	rapt
read	read	read
rend	rent	rent

Pres.	*Past.*	*Past P.*
rid	rid	rid
ride	rode	ridden
ring	rang rung	rung
rise	rose	risen
rive, r.	rived	riven
run	ran	run
saw, r.	sawed	sawn
say	said	said
see	saw	seen
seek	sought	sought
seethe, r.	seethed	sodden
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shape, r.	shaped	shapen
shave, r.	shaved	shaven
shear, r.	sheared	shorn
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show, r.	showed	shown
shred	shred	shred
shrink	shrunk **shrank**	shrunk **shrunken**
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slidden slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit
smite	smote	smitten **smit**

Pres.	*Past.*	*Past P.*
sow, r.	sowed	sown
speak	spoke / **spake**	spoken
speed	sped	sped
spend	spent	spent
spill, r.	spilt	spilt
spin	spun / **span**	spun
spit	spit, **spat**	spit
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
stave	staved / stove	staved / stove
stay	staid / stayed	staid / stayed
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stride	strode	stridden
strike	struck	struck / stricken
string	strung	strung
strive	strove	striven
strew, r.	strewed	strown
swear	swore / **sware**	sworn
sweat	sweat	sweat
sweep	swept	swept
swell, r.	swelled	swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore, **tare**	torn
tell	told	told
think	thought	thought
thrive, r.	thrived / **throve**	thriven
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden / trod
wax, r.	waxed	waxen
wear	worn	worn
weave	wove	woven
weep	wept	wept
wet, r.	wet	wet
whet, r.	whet	whet
win	won	won
wind	wound	wound
work, r.	wrought	wrought
wring	wrung	wrung
write	wrote	written

LESSON XXXVII.

VOICE.

1. The Passive Voice of any verb will always consist of the past participle of that verb, preceded by some form of the verb **be.**

From this it follows that the passive of all the modes and tenses of any verb will always end with the same word. The

past participle of **write** is **written**, and the passive of **write** in every mode and tense will end with the word **written**.

The form of the verb **to be** that should be used is the form found in the mode and tense called for in the passive verb. Example: The indicative, present-perfect, third, singular of **to be** is **has been**; therefore, the indicative, present-perfect, third, singular, **passive** of the verb **write** is **has been written**.

Sometimes the form of the verb **to be** is not expressed; as, "We found the water [to be] frozen." "The knife [that was] found in the yard belonged to the teacher."

2. Classify these verbs, and name the voice of each:

1. The bridge has been built. (Remember that a passive verb is always transitive.)
2. In many places, the Mississippi has overflowed its banks.
3. The greyhound can run very rapidly.
4. Our neighbors are moving into their new house.
5. Heated air rises.
6. The Saxons came into England about the middle of the fifth century.
7. The lowing herd winds slowly o'er the lea.
8. Knowledge must be obtained by hard work.

3. Name the voice of these verbs:

shall see, shall be seen, may have seen, may have been seen, has seen, had seen, had been seen, might have seen; can choose, could choose, shall have been chosen, to be chosen, are choosing, may be choosing, may be chosen; to have stolen, to have been stolen, having stolen, having been stolen, stole, is stolen.

4. Change the voice of all the verbs in these sentences without changing the meaning:

1. The traveler was astonished at the sight.
2. The heavens declare the glory of God.
3. The address of welcome to the Grand Army of the Republic was given by Henry Watterson.
4. Such examples incite young men to noble careers.
5. The philosopher sat in his chair. (Why cannot this be made passive?)

6. Health and plenty cheered the laborer.
7. A horse trod on the child's foot.
8. The sun rose at six.
9. The book lies on the table.
10. The commander must attend to this matter.

When the 7th and the 10th are made passive, the object of the preposition becomes the subject of the verb. This will be explained in GRADE EIGHT.

LESSON XXXVIII.

MODE.

1. The Subjunctive Mode asserts an uncertainty, a wish, or a supposition; as —

1. If my brother **were** here, he would assist me.
2. If he **be** industrious, he will succeed.

As this mode is quite difficult, its further study will be found in GRADE EIGHT.

2. Name the mode of each verb in these sentences:

1. I wish I were at home.
2. Can you solve the problem?
3. Do not break the glass.
4. "Evangeline" was written by Longfellow.
5. The czar of Russia was assassinated by Nihilists.
6. The city could have been captured by a brave army.
7. Try to learn something new every day.
8. The laws must be obeyed.

3. Name all the passive verbs in the preceding sentences.

4. Name the mode of each of these verbs:

might throw, was throwing, has thrown, can throw, should throw, is thrown, have been thrown, had thrown, might throw; throw the stone; if it be thrown; the javelin had been thrown.

5. Write two sentences, each having a verb in—
 1. The indicative.
 2. The potential.
 3. The imperative.

6. Diagram the sentences in paragraph 2.

LESSON XXXIX.

VERBS—REVIEW.

1. Name the mode and tense of these verbs:

 is written, was written, have written, write, shall have written, has been written, has written, might write, can write; go, went, might have gone, can have gone, should go, could have gone, shall go, will go, had gone, must go, must have gone.

2. Name the voice, mode, and tense of the verbs in these sentences:

 1. The candidate was defeated.
 2. The witness may be telling the truth.
 3. I have delayed this interview for a long time.
 4. They must have been surprised by their enemies.
 5. By Thursday, the ship will probably have reached its destination.
 6. These people have been oppressed by their rulers.
 7. When we reached the valley, the snow had disappeared, and the flowers were appearing.
 8. The ship sank before help could arrive.
 9. Mr. Harmon was chosen chairman of the meeting.
 10. The independent candidate was beaten by a large majority.
 11. Milton said that no man could write epics who did not live epics.
 12. Love not sleep lest thou shouldst come to poverty.

3. Diagram the preceding sentences.

LESSON XL.

VERBS—PERSON AND NUMBER.

1. Finite verbs have the same person and number as their subjects.

1. A collective noun requires a plural verb when the individuals are thought of, but a singular verb when the collection is considered as a unit; as, "The committee were invited, and all came." "The committee was large."
2. Two or more subjects connected by **and** require a plural verb; as, "Industry and perseverance are required."
3. Two or more singular subjects, taken separately, (usually connected by **or, nor,** etc.,) require a singular verb; as, "Europe, Asia, or Africa has a greater population than South America."
4. Two or more singular subjects preceded by **each, every,** or **no,** require a singular verb; as, "Each animal, plant, and mineral has its use."
5. When one subject is affirmative and the other negative, the verb agrees with the affirmative subject; as, "The sailors, not the captain, are to blame." "The captain, not the sailors, is to blame."
6. When there are two subjects, taken separately, and differing in number or person, the verb agrees with the nearest subject; as, "Neither the mother nor the daughters are pleased." "Neither the daughters nor the mother is pleased."
7. The preceding rules for the agreement of the verb apply also to the agreement of the pronoun with its antecedent.*

2. The verbs and pronouns in these sentences are correct. Give reasons for the forms used:

1. Talking and doing are not the same.
2. Many a man has sad recollections of his youth.

*These are the principal rules for the agreement of a verb. A few special rules and suggestions will be given in GRADE EIGHT.

3. Every train and steamboat was crowded.
4. From what country is each of your parents?
5. Every one of the witnesses says the same thing.
6. Either you or I am in the wrong.
7. A box of figs was sent us as a present.
8. There were more than one of us.
9. The victuals are cold.
10. The word **victuals** is singular.
11. There are no tidings.
12. Neither wife nor child was there to meet him.
13. Books, and not pleasure, are his delight.
14. Money, as well as men, is needed.
15. To possess and to profess are two different things.
16. "Very true," say they.
17. Chaucer's "Canterbury Tales" is an old poem.
18. A variety of pleasing objects charms the eye.
19. Twenty-five dollars is not too much for a bicycle.
20. You or Thomas is mistaken.
21. The condition of the roads is very bad.
22. Hence arise the following conclusions.
23. Everybody is very kind to me.
24. Either he or I am to blame.

LESSON XLI.

VERBS — Continued.

Correct the following errors, and give your reasons:

(Always be sure you know what words are the subject and predicate before you attempt to correct the sentence.)

1. What studies have each of the boys?
2. Every one of the boys are in their place.
3. One of you are wrong.
4. There is one or more reasons for this.
5. Six days' work have been done.
6. Either you or he are responsible.

7. Nothing but vain and foolish pursuits delight some persons.
8. The people, not the government, is responsible for the welfare of the nation.
9. The number of our days are with Thee.
10. Between grammar and logic there exists many connections.
11. "Oats" are a common noun.
12. The youth of this country has many opportunities.
13. Idleness and ignorance brings sorrow.
14. My brother, with two friends, have arrived.
15. Strong arguments, not a loud voice, brings conviction.
16. In him were found neither deceit nor any other vice.
17. Either the horses or the wagon are to be sold.
18. The door of the cell is open, and within stands two prisoners.
19. Avarice is one of the passions that is never satisfied.
20. The sun, with all its planets, are but a small part of the universe.

LESSON XLII.

VERBS—Continued.

1. Some of the following are correct and some are incorrect. Make the corrections necessary:

1. More than one has had a hand in this affair.
2. Everyone must follow their own views on the question.
3. Both money and labor were spent on it.
4. Either you or I are the one who they have selected.
5. Each of these studies have their own difficulties.
6. The report of the mayor and clerk were presented.
7. The report of the mayor and of the clerk was presented.
8. Not her beauty, but her talents, attract attention.
9. Her talents, not her beauty, attract attention.

10. It is her beauty, and not her talents, that attract attention.
11. To do justly, to love mercy, and to be humble, are duties of universal obligation.
12. Each day and each hour bring their portion of duty.

2. Insert suitable verbs in the following blanks:

1. Not one of my neighbor's sons —— succeeded in business.
2. There —— my neighbor and her daughter.
3. Time and tide —— for no man.
4. That able scholar and critic —— a valuable library.
5. The crime, not the scaffold, —— the shame.
6. A bushel of pears —— taken from one tree.
7. Neither he nor I —— frightened.
8. He or his brother —— the book.
9. There —— been several vessels lost on these rocks.

LESSON XLIII.

REVIEW.

1. Write two sentences, each having a verb that has —

1. Two or more subjects connected by **and.**
2. Two or more singular subjects connected by **or** or **nor.**
3. Two singular subjects connected by **as well as.**
4. Two subjects, differing in number, and taken separately.
5. Two subjects, differing in person, and taken separately.
6. Two subjects, differing in number, one affirmative and the other negative.

2. Write a sentence containing a personal pronoun having for its antecedent—

1. A singular noun preceded by **each** or **every**.
2. Two or more singular nouns connected by **and**.
3. Two or more singular nouns connected by **or** or **nor**.
4. Two singular nouns connected by **as well as**.
5. Two nouns, differing in number, and taken separately.
6. Two nouns, differing in number, one taken affirmatively and the other negatively.

LESSON XLIV.

VERBS—CORRECT FORMS.

1. The following verbs should receive special study:

	Present.	*Present Participle.*	*Past Tense.*	*Past Participle.*
1.	lie,	lying,	lay,	lain;
	lay,	laying,	laid,	laid;
2.	sit,	sitting,	sat,	sat;
	set,	setting,	set,	set;
3.	rise,	rising,	rose,	risen;
	raise,	raising,	raised,	raised.

The first verb of each of the above pairs is intransitive, and cannot be used with an object nor in the passive voice. The second verb of each pair is transitive, and can be used only with an object or in the passive voice. **Set**, when applied to the sun, or meaning to set out on a journey, is intransitive.

2. In the following sentences the preceding verbs are used correctly:

1. After the game, the ball-players lay down to rest.
2. The pupil laid his book on the table, and there it still lies.
3. The foundation-stones were laid in cement.
4. Set the basket down and sit on that chair.

5. The girls are sitting on the porch, looking at the setting sun.
6. The workmen raised the bridge before the river rose.
7. Rising from his chair, and raising his right arm, the orator began to speak.

3. Fill each of these blanks with the proper form of one of the verbs in the first pair given in paragraph 1:

1. The book was —— on the table. Yes, I —— it there. Well, let it ——.
2. The sick man has —— on his bed a long time.
3. What plans are you —— now?
4. Have they —— their burdens down?
5. I remember when the corner-stone was ——.
6. —— here, and —— your head on the pillow.

4. Fill these blanks with the proper forms of the verbs mentioned in paragraph 1:

1. Mary, you may —— the table.
2. William is —— by the stove, but Samuel is —— the old hen.
3. The traveler rose early, and —— out at six o'clock.
4. Your coat —— well.
5. —— yourself down and —— still.
6. The creek is (rising, raising), and the men are (rising, raising) that old house.
7. We found the knife —— in the road.
8. Much land has been —— waste by the high water.
9. The trial was (set, sat) for next Monday.
10. After fighting all day, the soldiers —— down on the ground to sleep.

LESSON XLV.

VERBS — CORRECT FORMS.

1. The past tense is never used with an auxiliary verb, and the past participle is never used without an auxiliary (sometimes not expressed).

2. Choose the right word, and give reasons:

1. He (done, did) it.
2. I (seen, saw) him.
3. Have you ever (saw, seen) a giraffe?
4. Has he (wrote, written) the letter?
5. The letter (wrote, written) yesterday was mailed to-day. (**That was** is understood.)
6. Has the messenger (come, came) yet?
7. The storm soon (began, begun).
8. The boy said his book was (tore, torn).
9. Some of our best apples were (stole, stolen).
10. I (knowed, knew) him as soon as I (saw, seen) him.
11. The train had (gone, went) an hour before I (come, came).
12. This work cannot be (did, done) in one day.
13. She (ought, had ought) to go. (As the verb **ought** has no past participle, it cannot be used with an auxiliary.)
14. He was (chose, chosen) umpire of the game.
15. The tune was (sung, sang) well.
16. That witness has surely (swore, sworn) falsely.

3. Select the right verbs, and give reasons:

1. I (think, guess, expect, suppose) that he is sick.
2. (Guess, think) how many grains are on this ear of corn.
3. Will you (learn, teach) me to skate?
4. Mother, I will (go, come) to see you next week.
5. Try (and, to) learn your lesson.
6. I (expect, think) he has gone to Europe.

7. I expected (to be, to have been) in New York by this time.
8. He (don't, does n't) believe in hypnotism.

Remember that **don't** can be used only as a contraction for **do not.**

LESSON XLVI.

REVIEW.

1. Use the past tense and past participle of each of these verbs in a sentence:

blow	throw	see	do
go	ride	eat	come
break	begin	draw	fly
know	sing	swim	take

2. Use each of these words in a sentence:

lie	lies	lying	lain
lay	lays	laying	laid
sit	sits	sitting	sat
set	sets	setting	rises
raises	rose	raised	rising

LESSON XLVII.

CONJUGATION.

1. The conjugation of a verb is the orderly arrangement of its voices, modes, tenses, persons, and numbers.

2. The auxiliaries **can, may, shall,** and **will** have forms for the past: **could, might, should,** and **would.**

These forms are said by grammarians to be in the past tense, but they do not express past time. **Tense does not always mean time.**

3. On the following pages will be found the conjugation of the verb **to be.***

INDICATIVE MODE.

PRESENT TENSE.

Singular.	*Plural.*
1. I am,	1. We are,
2. You are,	2. You are,
3. He is;	3. They are.

PRESENT-PERFECT TENSE.

1. I have been,	1. We have been,
2. You have been,	2. You have been,
3. He has been, or hath been;	3. They have been.

PAST TENSE.

1. I was,	1. We were,
2. You were,	2. You were,
3. He was;	3. They were.

PAST-PERFECT TENSE.

1. I had been,	1. We had been,
2. You had been,	2. You had been,
3. He had been;	3. They had been.

FUTURE TENSE.

1. I shall be,	1. We shall be,
2. You will be,	2. You will be,
3. He will be;	3. They will be.

*There is a tendency in many schools to neglect the study of conjugation. Probably this is the reason why so many students (and many teachers, too) cannot parse a verb correctly. Conjugation should be studied until the pupil can give any voice, mode, or tense called for.

FUTURE-PERFECT TENSE.

1. I shall have been,	1. We shall have been,
2. You will have been,	2. You will have been,
3. He will have been;	3. They will have been.

SUBJUNCTIVE MODE.

PRESENT TENSE.

1. If I be,	1. If we be,
2. If you be,	2. If you be,
3. If he be;	3. If they be.

PAST TENSE.

1. If I were,	1. If we were,
2. If you were,	2. If you were,
3. If he were;	3. If they were.

POTENTIAL MODE.

PRESENT TENSE.

1. I may be,	1. We may be,
2. You may be,	2. You may be,
3. He may be;	3. They may be.

PRESENT-PERFECT TENSE.

1. I may have been,	1. We may have been,
2. You may have been,	2. You may have been,
3. He may have been;	3. They may have been.

PAST TENSE.

1. I might be,	1. We might be,
2. You might be,	2. You might be,
3. He might be;	3. They might be.

PAST-PERFECT TENSE.

1. I might have been,	1. We might have been,
2. You might have been,	2. You might have been,
3. He might have been;	3. They might have been.

IMPERATIVE MODE.

PRESENT TENSE.

2. Be, *or* do thou be;	2. Be, *or* do ye or you be.

INFINITIVES.

Present, To be. *Present-Perfect*, To have been.

PARTICIPLES.

Present, Being. *Past*, Been. *Past-Perfect*, Having been.

4. In the study of conjugation it should be observed that—

1. In the formation of the futures, we have two auxiliaries, **shall** and **will**. For the expression of simple futurity, we use **shall** in the first person, and **will** in the second and third persons, as given in the table. On the other hand, by using **will** in the first person, and **shall** in the second and third persons, we express the various ideas of promise, command, obligation, etc. Thus: "I will be there" expresses a promise. "Thou shalt love the Lord thy God" is a command. "He shall do it" (*i. e.*, I will make him) expresses obligation or necessity.
2. The singular form, **thou art**, etc., is now used only in acts of worship, or on other solemn occasions. In ordinary discourse, in addressing one person, we say **you are, you were**, etc., the meaning being singular, but the form plural.
3. In the third person, the subject of the verb may be any of the personal pronouns, **he, she, it**, any of the relative pronouns, **who, which, what, that**, etc., or any noun. For convenience of recitation, only one subject is inserted.
4. In the potential mode the auxiliary may be—
 In the present tense, **may, can**, or **must**;
 In the past tense, **might, could, would**, or **should**;
 In the present-perfect tense, **may have, can have**, or **must have**;
 In the past-perfect tense, **might have, could have, would have**, or **should have**.

LESSON XLVIII.

CONJUGATION — Continued.

Conjugation of the word LOVE, in the Active Voice.

INDICATIVE MODE.

PRESENT TENSE.

Singular.	*Plural.*
1. I love,	1. We love,
2. You love,	2. You love,
3. He loves;	3. They love.

PRESENT-PERFECT TENSE.

1. I have loved,	1. We have loved,
2. You have loved,	2. You have loved,
3. He has loved;	3. They have loved.

PAST TENSE.

1. I loved,	1. We loved,
2. You loved,	2. You loved.
3. He loved;	3. They loved.

PAST-PERFECT TENSE.

1. I had loved,	1. We had loved.
2. You had loved,	2. You had loved,
3. He had loved;	3. They had loved.

FUTURE TENSE.

1. I shall love,	1. We shall love,
2. You will love.	2. You will love,
3. He will love;	3. They will love.

FUTURE-PERFECT TENSE.

1. I shall have loved,	1. We shall have loved,
2. You will have loved,	2. You will have loved,
3. He will have loved;	3. They will have loved.

SUBJUNCTIVE MODE.

PRESENT TENSE.

1. If I love,	1. If we love,
2. If you love,	2. If you love,
3. If he love;	3. If they love.

POTENTIAL MODE.

PRESENT TENSE.

1. I may love,	1. We may love,
2. You may love,	2. You may love,
3. He may love;	3. They may love.

PRESENT-PERFECT TENSE.

1. I may have loved,	1. We may have loved,
2. You may have loved,	2. You may have loved.
3. He may have loved;	3. They may have loved.

PAST TENSE.

1. I might love,	1. We might love,
2. You might love,	2. You might love,
3. He might love;	3. They might love.

PAST-PERFECT TENSE.

1. I might have loved,	1. We might have loved,
2. You might have loved,	2. You might have loved,
3. He might have loved;	3. They might have loved.

IMPERATIVE MODE.

PRESENT TENSE.

2. Love, *or* love thou.	2. Love, *or* love you.

INFINITIVES.

Present, To love. *Present-Perfect*, To have loved.

PARTICIPLES.

Present, Loving. *Past*, Loved. *Past-Perfect*, Having loved.

LESSON XLIX.

CONJUGATION — Continued.

1. Conjugation of the verb LOVE in the Passive Voice.

INDICATIVE MODE.

PRESENT TENSE.

Singular.	*Plural.*
1. I am loved,	1. We are loved,
2. You are loved,	2. You are loved,
3. He is loved;	3. They are loved.

PRESENT-PERFECT TENSE.

1. I have been loved,	1. We have been loved,
2. You have been loved,	2. You have been loved,
3. He has been loved;	3. They have been loved.

PAST TENSE.

1. I was loved,	1. We were loved,
2. You were loved,	2. You were loved,
3. He was loved;	3. They were loved.

PAST-PERFECT TENSE.

1. I had been loved,	1. We had been loved,
2. You had been loved,	2. You had been loved,
3. He had been loved;	3. They had been loved.

FUTURE TENSE.

1. I shall be loved,	1. We shall be loved,
2. You will be loved,	2. You will be loved,
3. He will be loved;	3. They will be loved.

FUTURE-PERFECT TENSE.

1. I shall have been loved,	1. We shall have been loved.
2. You will have been loved,	2. You will have been loved,
3. He will have been loved;	3. They will have been loved.

SUBJUNCTIVE MODE.

PRESENT TENSE.

1. If I be loved,	1. If we be loved,
2. If you be loved,	2. If you be loved,
3. If he be loved;	3. If they be loved.

PAST TENSE.

1. If I were loved, *or* were I loved;	1. If we were loved.
2. If you were loved, *or* were you loved;	2. If you were loved.
3. If he were loved, *or* were he loved.	3. If they were loved.

POTENTIAL MODE.

PRESENT TENSE.

1. I may be loved,	1. We may be loved,
2. You may be loved,	2. You may be loved,
3. He may be loved;	3. They may be loved.

PRESENT-PERFECT TENSE.

1. I may have been loved,	1. We may have been loved,
2. You may have been loved,	2. You may have been loved,
3. He may have been loved;	3. They may have been loved.

PAST TENSE.

1. I might be loved,	1. We might be loved,
2. You might be loved,	2. You might be loved,
3. He might be loved;	3. They might be loved.

PAST-PERFECT TENSE.

1. I might have been loved,	1. We might have been loved,
2. You might have been loved,	2. You might have been loved,
3. He might have been loved;	3. They might have been loved.

IMPERATIVE MODE.

PRESENT TENSE.

2. Be loved, *or* be thou loved.	2. Be loved, *or* be you loved.

INFINITIVES.

Present, To be loved. *Present-Perfect*, To have been loved.

PARTICIPLES.

Present.	*Past.*	*Past-Perfect.*
Being loved.	Loved.	Having been loved.

2. The synopsis of a verb is the orderly arrangement of its voices, modes, and tenses in one person and number (usually the first person, singular).

3. The conjugations already given are of the Common Form. There are two other forms: the Progressive and the Emphatic.

4. The Progressive Form of the verb is that which represents the action as in progress; as, "I am writing."

5. The Emphatic Form of the verb is that in which the assertion is expressed with emphasis; as, "I do write."

LESSON L.

REVIEW.

1. Write a synopsis of the verb **write** in the active voice.

2. Write a synopsis of the verb **write** in the passive voice.

3. Write the conjugation of **choose,** active voice.

4. Write the conjugation of **choose,** passive voice.

LESSON LI.

REVIEW.

Write a sentence having a verb in the—

1. Active, indicative, present-perfect.
2. Active, indicative, future-perfect.
3. Passive, indicative, past-perfect.

4. Passive, indicative, past.
5. Active, potential, past.
6. Active, potential, past-perfect.
7. Active, potential, present-perfect.
8. Passive, potential, past.
9. Passive, potential, present.
10. Active, imperative.
11. Passive, imperative.
12. Active, subjunctive, present.
13. Passive subjunctive, present.
14. Passive, subjunctive, past.
15. Passive, potential, past-perfect.
16. Active, indicative, past-perfect.

LESSON LII.

VERBS — INFINITIVES.

1. The Infinitive is that form of the verb which expresses action or being without affirming it; as, **to write, to have written; to exist.**

2. The following are the infinitives of the verb **see:**

Present.	*Present-Perfect.*
Active: to see,	to have seen.
Passive: to be seen,	to have been seen.

The infinitive has the progressive forms **to be seeing** and **to have been seeing.**

Of course, an intransitive verb has but the two active infinitives.

The names **present** and **present-perfect** do not have reference to the time expressed by the infinitive, but to its form. The time depends on the finite verb of the sentence.

3. The sign of the infinitive is **to,** but this sign is omitted after the verbs **bid, dare, feel, hear, help,**

let, make, see, and some others; as, "Let him [to] come." "See the birds [to] fly."

When **to** is omitted, it should be supplied in parsing.

4. The infinitive is used as a noun, an adjective, or an adverb.

5. The following is the order for parsing an infinitive:

1. "To work is not always pleasant." **To work** is a verb, regular, intransitive, active; infinitive, present; it has the construction of a noun, nominative, subject of the verb **is.**
2. "The lesson to be learned was very difficult." **To be learned** is a verb, regular, transitive, passive; infinitive, present; it has the construction of an adjective, modifying **lesson.**
3. "He went to school to study grammar." **To study** is a verb, regular, transitive, active; infinitive, present; it has the construction of an adverb, modifying **went.**

Construction means the same as **office.**

6. In the following sentences the infinitive has the construction of a noun:

1. As subject:
 a. **To learn** requires application.
 b. **To climb** trees is dangerous.
2. As object of verb:
 a. I like **to walk.**
 b. The thief desires **to escape.**
3. As attribute complement.
 a. To see is **to believe.**
 b. To study is **to learn.**
4. In apposition with subject:
 a. It is useless **to inquire.**
 b. It is a sin **to speak** deceitfully.

5. As object of a preposition:
 a. I was about **to write.***
 b. They had no choice but **to go.**

7. In the following sentences the infinitive has the construction of an adjective:

1. Not used in the predicate:
 a. Flee from the wrath **to come.**
 b. Leaves have their time **to fall.**
2. Used in the predicate (attribute complement):
 a. The house is **to be sold.**
 b. The governor's authority is **to be supported.**

8. In the following sentences the infinitive has the construction of an adverb:

1. Modifying a verb:
 a. Music was ordained **to refresh** the mind.
 b. They fought **to defend** their country.
2. Modifying an adjective:
 a. These apples are good **to eat.**
 b. The industrious boy is anxious **to work.**
3. Modifying an adverb:
 a. He is too young **to enlist** (modifies **too**).
 b. It is ripe enough **to eat.** (**To eat** modifies **enough. Enough** is an adverb modifying **ripe.**)

9. Parse the infinitives in all of the preceding sentences marked *a*.

A model for written parsing can easily be arranged by teacher or pupil.

10. Write the infinitives of these verbs:

lie, sit, choose, tear, do.

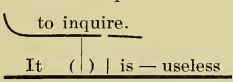
*In such sentences, **about** may be called an adjective, meaning nearly the same as **ready** or **prepared.** The infinitive, then, would have the construction of an adverb, modifying **about.**

LESSON LIII.

INFINITIVES — Continued.

1. Point out the infinitives in these sentences, and give the construction of each:

1. They had the good fortune to escape.
2. The student has a license to preach.
3. The cuckoo tried to steal the nest.
4. She is sad to see her sister failing.
5. I have come to hear you sing.
6. You have a problem to solve.
7. I am prepared to hear you.
8. You were kind enough to aid.
9. These men were sent to rule a distant province.
10. He is old enough to vote.
11. The pupil forgot to study his lesson.
12. Not to save my right hand would I do it.
13. I come not here to talk.
14. It is useless to inquire.



15. To obey is better than to be punished.
16. It is better to strive for the right than to rail at the wrong [is good].
17. To hesitate is to be lost.
18. To rob a caravan is a crime, but to steal a continent is glory.
19. Everyone should strive to be an ornament to his profession.
20. One stumble is enough to deface the character of an honorable life.

In the 19th sentence **should strive** is intransitive, and the infinitive has the construction of an adverb.

2. Diagram the preceding sentences.

LESSON LIV.

INFINITIVES — Continued.

1. Usually no word should come between **to** and the verb; thus, "to rapidly walk" should be "to walk rapidly."

Some authors do not hesitate to disregard the above rule.

2. The present-perfect infinitive should not be used after verbs of **wishing, expecting,** etc. We should not say "He wished to have gone," but "He wished to go."

3. Write a sentence having —

1. An infinitive, present, active.
2. An infinitive, present, passive.
3. An infinitive, present-perfect, active.
4. An infinitive, present-perfect, passive.
5. An infinitive without **to.**

4. Write a sentence having an infinitive with the construction of —

1. An adjective, not in the predicate.
2. An adjective, in the predicate.
3. A noun, subject.
4. A noun, object.
5. A noun, attribute complement.
6. A noun, object of a preposition.
7. A noun, in apposition with subject.
8. An adverb, modifying a verb.
9. An adverb, modifying an adjective.
10. An adverb, modifying an adverb.

LESSON LV.

VERBS — PARTICIPLE.

1. A Participle is a word derived from a verb, partaking of the properties of a verb and of an adjective or a noun.

2. There are three participles: the Present, the Past, and the Past-Perfect.

The Past is sometimes called the Perfect, and the Past-Perfect is sometimes called the Compound Participle.

3. The following are the participles of the transitive verb **see**:

Present.	*Past.*	*Past-Perfect.*
Active: seeing,	seen,	having seen.
Passive: being seen,	seen,	having been seen.

An intransitive verb has only the three active participles.

Some grammarians do not consider the past participle in the active voice a separate participle, because it has the same form as the past participle in the passive voice. While it is true that they have the same form, there is often quite a difference in meaning.

The active participle is used with an auxiliary in forming many of the tenses in the active voice; thus, in "I have seen the parade," **have** is the auxiliary and **seen** is the past participle, active. In "I have been seen," **have been** is the auxiliary and **seen** is the past participle, passive. In "The animal seen on the mountain was a bear," **seen** is the past participle, passive.

4. Write all the participles of these verbs:

write, choose, walk, go, do, try, sit.

5. A participle always has the construction of an adjective or a noun.

No word is a participle unless it is derived from a verb; thus, in "He was unknown in the community," **unknown** is not a participle, because there is no verb **unknow** from which it can be derived.

6. The following is the order for parsing a participle:

1. "The lesson learned yesterday was not recited." **Learned** is a verb, regular, transitive, passive; participle, past; it has the construction of an adjective, and modifies **lesson.**
2. "By learning the lesson he won the approval of his teacher." **Learning** is a verb, regular, transitive, active; participle, present; it has the construction of a noun, the object of the preposition **by.**

7. In the following sentences the participle has the construction of an adjective:

1. Not used in the predicate:
 a. Wealth **obtained** dishonestly soon disappears.
 b. **Having walked** a long distance, the soldier is tired.
 c. The policeman found the criminal **concealed** in the bushes.
2. Used as attribute complement:
 a. Truth lies **wrapped** up and **hidden** in a well.
 b. Cincinnatus was found **plowing.**
 c. The general lay **wounded** on the field.

8. In the following sentences the participle has the construction of a noun:

1. In the nominative case:
 a. **Riding** a bicycle is good exercise.
 b. This **reminding** me of your kindness is **reproving** me.
 c. My **admitting** the fact will not affect the argument.

2. In the objective case:
 a. We obtain information by **reading** good books.
 b. Light minds undertake many things without **completing** them.
 c. He could not resist **taking** the apple.

9. Parse the participles in the preceding sentences.

LESSON LVI.

PARTICIPLES — Continued.

1. Point out the participles in these sentences, and give the construction of each:

1. Pardon my asking if you like to read.
2. Avoid keeping company with the depraved.
3. The Indians ran screaming in pursuit.
4. Many have amassed wealth by living economically.
5. Attempting much and doing little is a common cause of failure.
6. Pocahontas was married to an Englishman named John Rolfe.
7. The philosopher sat buried in thought.
8. Instead of reasoning more forcibly, he talked more loudly.
9. Our united efforts could not prevent his going.
10. He spent hours in correcting and polishing a single couplet.
11. Nature is best conquered by obeying her.
12. The child stood weeping. (**Weeping** has the construction of an adjective in the predicate.)
13. The pardon of the governor prevented his being hung.
14. God's balance, watched by angels, is hung across the sky.
15. The letter written yesterday has been mailed.

2. Participles are often placed before nouns to describe some condition or characteristic. They then become simple adjectives.

1. The engineer, **injured** in the wreck, was taken home. (Participle.)
2. The **injured** man was taken away. (Adjective.)
3. The horse, **running** rapidly, soon reached the opposite side of the field. (Participle.)
4. The **running** horse was soon captured. (Adjective.)

3. Use each of these words in two sentences: first, as an adjective; second, as a participle:

wounded, chosen, stolen, rippling, winding, falling, polished, sworn.

LESSON LVII.

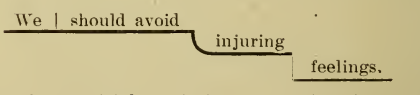
REVIEW.

1. Notice these diagrams:

1. The soldier lay wounded.

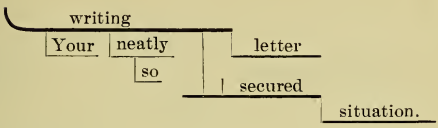


2. We should avoid injuring the feelings of others.

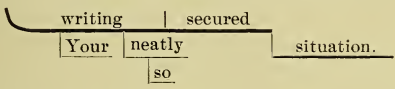


Injuring is a participle, with the construction of a noun, and is the object of **should avoid.** **Feelings** is the object of **injuring.**

3. Your writing that letter so neatly secured the situation.

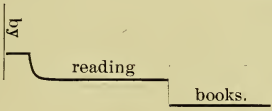


If the sentence were "Your writing so neatly secured the situation," the following diagram could be used:



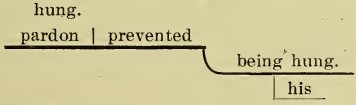
In this case it is not necessary to place the participle on a support; but when the participle used as the subject has an object, it is difficult to show the office of each word without placing the participle above the base line.

4. We can improve our minds by reading good books.



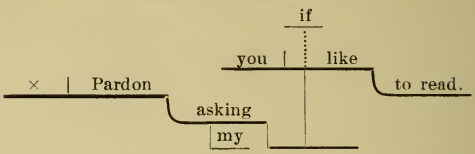
Reading is a participle used as the object of **by**, and **books** is the object of **reading.**

5. The pardon of the governor prevented his being hung.



Being hung is a participle, with the construction of a noun, object of **prevented.**

6. Pardon my asking if you like to read.



2. Diagram the sentences in paragraph 1, Lesson LVI.

LESSON LVIII.

PARTICIPLES — Continued.

1. Write a sentence having a participle —

 1. With the construction of a noun, subject.
 2. With the construction of a noun, object of a verb.
 3. With the construction of a noun, object of a preposition.
 4. With the construction of a noun, object of a verb, and having an object.
 5. With the construction of a noun, subject, and having an object.
 6. With the construction of an adjective, not attribute complement.
 7. With the construction of an adjective, attribute complement.

2. Write all the participles of these verbs:

 steal, chop, lie, help, make, grow.

LESSON LIX.

ADVERBS.

1. According to their office in the sentence, adverbs are divided into three classes: Simple, Interrogative, and Conjunctive.

2. A Simple Adverb simply modifies the word with which it is used; as —

1. He reads **well** and writes **very well.**
2. The mountain is **exceedingly** high.

3. An Interrogative Adverb is one used in asking a question.

4. A Conjunctive Adverb is one that modifies a word in a dependent clause, and also connects that clause with the independent clause.

In the sentence, "I will recite **when** the time comes," **when** modifies **comes** and connects the adverb clause with **will recite.**

The principal conjunctive adverbs are **when, where, as, why, wherein, whereby, while, whenever, whereon,** and **than.**

It is evident that conjunctive adverbs are found in complex sentences.

5. Such adverbs as **surely, perhaps, certainly, yes, nay, no,** and **not** are sometimes called **Modal Adverbs.**

Notice that a modal adverb is not an adverb of manner. A modal adverb describes the manner of making the assertion, not the manner of performing the action.

In "He will certainly come quickly," **certainly** is a modal adverb, describing the manner in which the assertion is made, and **quickly** is an adverb of manner, describing how the action will be performed.

6. According to their meaning, adverbs are divided as follows:

1. Adverbs of Place; as, **where, here,** etc.
2. Adverbs of Time; as, **now, again, afterward,** etc.
3. Adverbs of Number; as, **once, twice, secondly, thirdly.**
4. Adverbs of Manner; as, **how, well, so,** etc.
5. Adverbs of Degree; as, **very, too, much,** etc.
6. Adverbs of Cause; as, **why, wherefore,** etc.
7. Adverbs of Affirmation and Negation; as, **yes, no, yea, nay,** etc.

7. The only modification of adverbs is comparison. They have the same degrees as adjectives, but usually only adverbs of manner and degree can be compared.

8. Classify the adverbs in these sentences according to use and according to meaning:

1. Tarry till he comes.
2. On my way hither, I saw her come forth.

Is **hither** an adverb in this sentence?

3. There were no other persons there.*
4. They lived together very happily.
5. How rapidly the moments fly!
6. Perchance you are the man.
7. I have not seen him since I returned.
8. Whither has he gone?
9. How far that little candle throws its beams!
10. Slowly and sadly we laid him down.
11. These scenes, once so delightful, no longer please him.
12. Having duly arranged his affairs, he departed immediately.

9. Many adverbs are composed of two or more words; as, **by and by, one by one, at all.** These may be called **Phrase Adverbs.**

Notice the difference between a phrase adverb and an adverb phrase.

*The first **there** is not an adverb; it is simply an introductory word.

10. Only one negative should be used in making a denial.

"He has never done nothing" should be "He has never done anything," or "He has done nothing."

11. Adverbs should not be used for adjectives, nor adjectives for adverbs.

In the sentence, "The day is disagreeable cold," the adjective **disagreeable** is used instead of the adverb **disagreeably.**

In "This pen does not write good," the adjective **good** is used instead of the adverb **well.** (**Good, better, best** is an adjective; **well, better, best** may be an adverb.) In "The queen feels badly," the adverb **badly** is used instead of the adjective **bad.** It does not tell the manner of feeling, but the condition of the queen.

12. Some adjectives, when used in the predicate to express the condition of the subject, are incorrectly called adverbs. The following sentences are all correct:

1. She looks cold.
2. Velvet feels smooth.
3. He sat silent.
4. The lady feels bad.
5. The author stood bareheaded in the presence of the king.

Bareheaded is an adjective, expressing the condition of **author**; it does not tell the manner in which he stood.

LESSON LX.

ADVERBS — Continued.

1. Correct where necessary, and give your reasons for the changes:

1. He stood silently and alone.
2. Speak more distinctly.

3. A miser never gives anything to nobody.
4. How sweetly the music sounds!
5. The sun shines brightly and the grass looks greenly.
6. He feels very sadly about his loss.
7. The teacher was tolerable well informed.
8. The young lady looked beautifully, and she sang beautiful.
9. We arrived at home safely and soundly.
10. The bashful young man appeared very awkwardly.
11. This apple looks well (good?) but it tastes bad.
12. She dresses suitable to her station and means.
13. I was exceeding glad to hear from you.
14. The train does n't wait for no one.
15. The doctor said she would never be no better.
16. Every man cannot afford to keep a coach.

2. Choose the right word, and give reasons:

1. He looked (glad, gladly) when his brother came.
2. Lucy felt very (sad, sadly) when her friend died.
3. The evening bells sound (sweet, sweetly) and low.
4. The eggs were boiled (soft, softly).
5. The house was made (strong, strongly).
6. Come (quick, quickly).
7. The slaves were treated (harsh, harshly).
8. The singer's voice seemed (harsh, harshly).
9. The moon rose (clear, clearly).
10. The house appears (comfortable, comfortably) and (pleasant, pleasantly).
11. The boy was dressed (comfortable, comfortably).

LESSON LXI.

ADVERBS — Continued.

1. Adverbs should be placed where there can be no doubt as to what they are intended to modify. Notice these sentences, and explain the meaning of each:

1. Only the address can be written on this side.
2. The address can only be written on this side.
3. The address can be written on this side only.

2. Improve the location of the adverb in these sentences:

1. We only recite three lessons a day.
2. All men are not educated.
3. All that glitters is not gold.
4. Two young ladies came to the party nearly dressed alike.
5. Such prices are only paid in times of great scarcity.
6. Corn should be generally planted in April or May.
7. No man has ever so much that he does not want more.
8. I shall be glad to see you always.
9. The work will be never completed.
10. Having nearly lost a thousand dollars by the transaction, I cannot afford to venture again.
11. The secretary was expected to resign daily.
12. He nearly walked ten miles.
13. I only bring forward a few things.
14. We merely speak of ourselves.
15. The Chinese chiefly live upon rice.
16. I only ate one apple to-day

3. Write three sentences, each containing —

1. A modal adverb.
2. An adverb of manner.
3. A conjunctive adverb.
4. A phrase adverb.
5. An adverb phrase.

LESSON LXII.

PREPOSITIONS.

1. A Preposition is a word that shows the relation of its object to some other word in the sentence.

Some prepositions are composed of two or three words; as, **on account of, by means of, from under,** etc.

Prepositions are sometimes used as part of a verb; as, "He was laughed **at.**" "This matter must be attended **to.**" Such verbs are called **Compound Verbs.**

Some words, originally participles, are sometimes prepositions; as, **concerning, regarding, respecting.**

2. The object of a preposition may be a word, phrase, or clause.

1. The Esquimaux live in **huts** made of **snow.**
2. He is happy nowhere except **in the city.**
3. The wind had ceased before **the rain began to fall.** (Some authors call **before** a conjunctive adverb in this sentence.)

3. When a preposition has no object, it becomes either an adverb or an adjective; as —

1. The days are passing **by.** (Adverb.)
2. The sentence **above** is correct. (Adjective.)

4. The preposition usually precedes its object.

When the object is the relative **that,** it always precedes the preposition; as, "This is the man that I spoke to."

Frequently in interrogative sentences the preposition is placed at the end of the sentence; as, "What are we coming to?" "Whom did he give it to?" This form is much better than "To what are we coming?" or "To whom did he give it?"

We have many other examples of good English in which the preposition is placed at the end; as, A house to live in; A subject to think about; A practice which no one objected to.

From the preceding it will be seen that the statement frequently made, "A preposition should *never* be used at the end of a sentence," is not sanctioned by good English.

5. Care must be taken to use appropriate prepositions.

Between refers to two objects, and **among** refers to more than two objects.

Observe the difference in meaning between **in** and **into.** "He walks into the house" means that he walks from the outside into the inside. "He walks in the house" means that he is in the house, walking around.

In some grammars a long list of words is given, arranged alphabetically, each word followed by a preposition supposed to be appropriate; but as the same word may have more than one appropriate preposition, and as the selection of the proper one depends on the meaning intended to be conveyed, it seems to me that the only way to learn to use prepositions correctly is to observe good writers and speakers.

6. Correct the errors in these sentences:

1. The sultry evening was followed with a heavy frost.
2. He fell from the bridge in the water.
3. Our government is based in the rights of the people.
4. He was accused with robbery.
5. This work is different to that.
6. There is a constant rivalry between these four railroads.
7. Divide the apples among the two girls.
8. He was eager of studying grammar.
9. He was desirous for studying Latin.
10. Battles are fought with other weapons besides popguns.
11. The band was followed with a large crowd.
12. Raise your book (**off, of, off of**) the table.

7. Fill each of these blanks with a proper preposition:

1. He poured the water —— the barrel.
2. We saw you —— the concert.

3. The prisoner is accused —— stealing a horse.
4. You may rely —— what I say.
5. The forests abound —— wild animals.
6. There is much need —— preparation.
7. The man died —— consumption. (Use **of** between the verb **die** and the name of the disease.)
8. The soil is adapted —— corn.
9. The merchant is in want —— money.
10. He stays —— school late.

LESSON LXIII.

CONJUNCTIONS AND INTERJECTIONS.

1. A Conjunction is sometimes used simply as an introductory word.

In "He went out as captain," **as** is not a connective. Sometimes a conjunction is introductory to an entire sentence, but in such cases a preceding clause is often understood.

Some conjunctions are composed of two or more words; as, **as if, as well as, in order that,** etc.

2. According to their use, conjunctions are divided into two classes: **Co-ordinate** and **Subordinate.**

3. A Coördinate conjunction is one that connects elements of equal rank.

4. A Subordinate Conjunction is one that connects elements of unequal rank.

A subordinate conjunction is always found in a complex sentence, and joins the dependent clause to the independent clause.

5. According to the meaning of the dependent clause, subordinate conjunctions are divided into those of—

1. **Time**; as, **as, while, until, since,** etc.
2. **Reason** or **Cause**; as, **because, for, since, as, inasmuch as,** etc.

3. **Condition** or **Supposition**; as, **if, provided, unless, except, notwithstanding, whether,** etc.
4. **End** or **Purpose**; as, **that, in order that, lest.**
5. **Concession**; as, **though, although.**
6. **Comparison**; as, **than.**

6. Write a sentence containing—

1. A coördinate conjunction.
2. A subordinate conjunction of time.
3. A subordinate conjunction of purpose.
4. A subordinate conjunction of concession.

7. Interjections have no grammatical construction.

Words from almost any other part of speech may become interjections; as, **My stars! What! Well!**

O is generally used before words of address, and **oh** before words expressing emotion; as—

1. Great and manifold are thy works, O Lord!
2. Oh! how can I go!

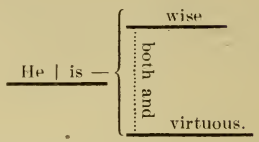
8. Interjections are generally followed by the exclamation point. If the interjection does not express strong feeling, or if the feeling continues through the whole expression, a comma is usually placed after the interjection, and the exclamation point is placed at the end.

The exclamation point should not be used after **O.**

9. Analyze these sentences. Parse the adverbs and conjunctions:

1. The fact that he is an American needs no proof.
2. You cannot tell where he has gone.
3. She did not go to school until she was ten years old.
4. This is the time when snow falls.
5. The bells rang and the whistles blew.
6. Love is sunshine, but hate is shadow.
7. Be wiser to-day than yesterday.
8. Childhood shows the man, as morning shows the day.

9. He is both wise and virtuous.



Both and should be taken together and parsed as a strengthened conjunction.

10. Diagram the sentences in paragraph 9.

LESSON LXIV.

ANALYSIS AND PARSING.

Analyze these sentences, and parse the pronouns and verbs:

1. I dreamed that Greece might still be free.
2. Write it on your heart, that every day is the best day in the year.
3. That people are good in the main, is a true statement.
4. Time misspent is not lived, but lost.
5. For a time the Puritans kept unbroken the plan of a religious State.
6. Good conversation is the most delightful method of gaining knowledge.
7. Life is a mission to go into every corner and reconquer this unhappy world for God.
8. Men with no prejudice and a great brain are the men to govern the world.
9. A man is shorter when he is walking than when at rest.

Remember that when the comparative degree is followed by **than**, the positive degree of the same word is either expressed or understood.

10. If coal and the useful metals are found in any region, manufacturing interests will sooner or later be developed.
11. There are some schools whose course of study provides for but little study of English.
12. When faith is lost, when honor dies, the man is dead.
13. Recollect that trifles make perfection, and that perfection is no trifle.
14. There is a tide in the affairs of men, which, taken at the flood, leads on to fortune.
15. I slept, and dreamed that life was Beauty;
 I woke, and found that life was Duty.
16. He who has a thousand friends hath not a friend to spare,
 And he who has one enemy shall meet him everywhere.
17. Happy is the nation that has no history.
18. To live in hearts we leave behind is not to die.
19. The truly wise man will so speak that no one will observe how he speaks.
20. I supposed him to be her.
21. Try to care for what is best in thought and action.

LESSON LXV.

DIAGRAMMING.

Diagram the sentences in lesson 64, and parse the infinitives and participles.

LESSON LXVI.

REVIEW.

Correct where necessary, and give reasons:

1. In his pocket are a knife and a top.
2. My! don't that deer know how to run!

3. Two weeks' vacation are too much.
4. There is a man and a woman on the bridge.
5. These kind of people will never succeed.
6. Have you any new children's shoes?
7. This child is real sick.
8. Who will you vote for?
9. Him from my childhood I have known.
10. Whom do you think was with me?
11. A speech should be judged by its argument.
12. Many a captain, with all the crew, have been lost at sea.
13. There appear to be many others interested.
14. I intended to have gone yesterday.
15. This is in accordance to my plans.
16. Milton is more sublime than any of the poets.
17. This opinion never has and never can prevail.
18. It not only has beauty, but utility.
19. We saw a man digging a well with a Roman nose.
20. He seems to have the universal esteem of all men.
21. How can we tell whom to trust?
22. There is plenty of molasses in the jug.
23. Neither the army or navy was represented.
24. Two of the boys have swam ashore.
25. Hadn't we ought to go?
26. The farmer went to his neighbor and told him that his cattle were in his field. (Use direct quotation.)
27. Has the second bell rang?
28. He owned an old and new house.
29. The old and the new governor are sitting in the carriage side by side.
30. Either he or I am right.
31. When will we three meet again?
32. The Nile is the longest of any river in Africa.

LESSON LXVII.

PUNCTUATION.

1. Notice the punctuation of these sentences:

1. Washington, who was born in Virginia, was our first President.
2. He was looking out of the window and, therefore, did not see me entering the room.
3. "I will come," she said, "if I have time."

In the first sentence the clause, **who was born in Virginia,** is parenthetical; that is, it can be omitted without spoiling the sense. The same is true of **therefore,** in the second sentence, and of **she said,** in the third sentence.

2. Parenthetical expressions are separated from the rest of the sentence by commas.

3. Notice the punctuation of these sentences:

1. We shall begin our work next week.
2. Next week, we shall begin our work.
3. We, next week, shall begin our work.

An adverb phrase is out of its natural order when it begins a sentence, or when it stands between a verb and its subject.

4. When a phrase is out of its natural order, it is usually separated from the rest of the sentence by commas.

5. Punctuate the following sentences:

1. My brave men the general said charge for the guns.
2. London the largest city in the world is in England.
3. Paris which is situated on the Seine is the capital of France.
4. With merry hearts we wandered through the beautiful meadows.
5. Maize which is another name for Indian corn grows in America.

6. The minstrel sang a song played a tune and danced a jig.
7. No no no you cannot go.
8. A youth a boy or a mere child could answer that question.
9. By industry and perseverance we obtain knowledge.
10. My friend will you give me a dollar?

6. Notice the punctuation of these sentences:

1. My uncle Joseph is a sailor.
2. Joseph, my uncle, is a sailor.

7. Appositives, unless short and used as part of the name, are separated from the rest of the sentence by commas.

8. Punctuate these sentences:

1. Superintendent Saylor has charge of the schools of Lincoln.
2. Saylor the superintendent has charge of the schools of Lincoln.
3. Chancellor Snow lives in Lawrence.
4. Tennyson the poet wrote "In Memoriam."
5. Bryant the American poet wrote "Thanatopsis."

9. Write and punctuate a sentence containing —

1. A series of nouns.
2. A series of adjectives.
3. A series of adverbs.
4. A series of verbs.
5. A parenthetical word.
6. A parenthetical clause.
7. A phrase out of its natural order.
8. A quotation divided into two parts.
9. An appositive that should be separated from the rest of the sentence.
10. An appositive that should not be separated from the rest of the sentence.

10. Give two different meanings to this sentence by punctuating differently:

Mary Helen and Julia have gone.

LESSON LXVIII.

ESSAY.

1. Write in your own words the meaning of this proverb:

Calamity is the touchstone of a brave mind.

2. Use the proverb as the subject of an essay. Describe its meaning fully, and illustrate by a story.

EIGHTH GRADE.

To the Teacher: In order to present a complete classification of the parts of speech, some definitions given in previous grades are repeated here.

LESSON I.

SENTENCES AND PHRASES.

1. A Sentence is a thought expressed by words.

2. A Proposition is a subject combined with its predicate.

3. A Clause is a proposition used as part of a sentence.

4. An Independent Clause is one not dependent on any word, and contains the principal proposition.

5. A Dependent Clause is one that modifies some word or words in the independent clause, and contains the subordinate proposition.

6. According to use, sentences are divided into Declarative, Interrogative, Imperative, and Exclamatory.

7. A Declarative Sentence is one used in making a statement.

8. An Interrogative Sentence is one used in asking a question.

9. An Imperative Sentence is one used in making a command or request.

10. An Exclamatory Sentence is one used in an exclamation, or in expressing strong feeling or emotion.

11. According to their form, sentences are divided into Simple, Complex, and Compound.

12. A Simple Sentence contains but one proposition.

13. A Complex Sentence is one containing an independent clause and one or more dependent clauses.

14. A Compound Sentence is one containing two or more independent clauses.

15. The Subject of a sentence represents that of which something is said.

16. The Predicate of a sentence tells what is said of the subject.

17. The Object of a sentence completes the predicate, and names that which receives the act.

18. A Compound Subject is two or more subjects for the same predicate.

19. A Compound Predicate is two or more predicates for the same subject.

20. The Complete Subject or Predicate is the subject or predicate with all its modifying words.

By some authors the complete subject is called the Complex Subject, by others it is called the General Subject, and by still others it is called the Logical Subject. In the same manner we have the Complex, the General, and the Logical Predicate.

21. A Phrase is a group of words properly put together, but not having a subject and predicate.

22. With respect to form, phrases are Prepositional, Infinitive, and Participial.

23. A Prepositional Phrase is one whose first word is a preposition.

24. An Infinitive Phrase is one introduced by an infinitive.

25. A Participial Phrase is one whose first word is a participle.

26. With respect to form, phrases are also divided into Simple, Complex, and Compound.

27. A Simple Phrase is a single phrase.

A simple phrase may have one of its principal elements compound; as, "To Boston and New York;" "Into and out of the house;" "By reading books and magazines."

28. A Complex Phrase is one having one of its parts modified by another phrase; as, "On the Mount of Transfiguration;" "Reading a book of poems."

29. A Compound Phrase is two or more phrases connected; as, "Going in and looking out;" "To Boston and to New York."

30. Phrases are also Separable and Inseparable.

31. A Separable Phrase is one whose parts, or words, can be parsed separately.

32. An Inseparable Phrase is one whose words cannot be parsed separately; as, "at once," "at all," "in vain."

Once is not the object of **at,** but the two words should be parsed together.

Infinitives are inseparable phrases.

33. With respect to use, phrases are Adjective, Adverb, and Noun.

34. An Adjective Phrase is one used as an adjective.

35. An Adverb Phrase is one used as an adverb.

36. A Noun Phrase is one used as a noun.

LESSON II.

1. Write one sentence of each of the seven kinds defined in the preceding lesson.

2. Write one sentence for each of the eleven kinds of phrases defined in the preceding lesson.

LESSON III.

VARIETIES OF COMPOUND SENTENCES AS TO FORM.

1. The clauses of a compound sentence are sometimes called Members.

2. The clauses of a compound sentence may be of different classes, according to their form. If the sen-

tence has but two clauses, the following varieties may be found:

1. Both clauses simple: America was discovered by the Northmen, but they made no permanent settlement.
2. One clause simple, the other complex: America was discovered by the Northmen, but they made no settlements that were permanent.
3. One clause simple, the other compound: America was discovered by the Northmen, but they made no permanent settlement, nor did they conquer the Indians.
4. One clause complex, the other compound: America was discovered by people who came from the northern part of Europe, but they made no permanent settlements, nor did they conquer the Indians.
5. Both clauses complex: The Northmen discovered the country that is now called America, but they made no settlements that were permanent.
6. Both clauses compound: In the tenth century America was discovered by the Northmen, and many of these bold navigators crossed the Atlantic; but soon all accounts of the discovery were forgotten, and America was again unknown to Europeans.

If the compound sentence has more than two members, many more varieties may be found.

Some may think there is no difference between a compound sentence composed of four simple members, and a compound sentence composed of two compound members. In the sixth sentence, the first two propositions are connected by **and,** and the second two are connected by **and,** but the two compound members are connected by **but.** In other words, each two of the propositions are connected **copulatively,** but the two members are connected **adversatively** (**and** is a copulative conjunction, **but** is an adversative conjunction).

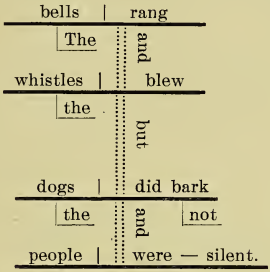
In "The bells rang, the whistles blew, the dogs barked, and the people shouted," there are four simple members; but in "The bells rang and the whistles blew, but the dogs did not

bark and the people were silent," the four propositions make but two members.

The study and analysis of such sentences will do much to give pupils clear ideas of the use and force of different conjunctions.

3. Write two compound sentences of each of the six varieties mentioned.

4. Notice this diagram:



The propositions composing a member should be placed nearer to each other than the two members.

5. Diagram the six sentences given in paragraph 2.

LESSON IV.

VARIETIES OF COMPLEX SENTENCES AS TO FORM.

1. The clauses of a complex sentence may be of different classes, according to their form. If the sentence has but two clauses, the following varieties may found:

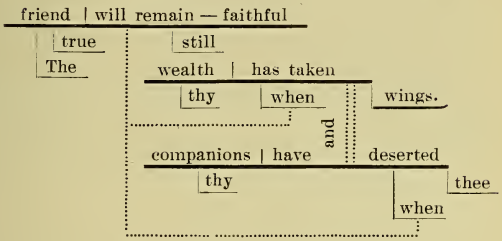
1. Both clauses simple: Rhode Island was settled by Roger Williams, who had been expelled from Massachusetts.
2. One clause simple, the other complex: Milton did not educate his daughters in the languages, because he believed that one tongue is enough for a woman.
3. One clause simple, the other compound: When thy wealth has taken wings, and when thy companions have deserted thee, the true friend will still remain faithful.
4. One clause complex, the other compound: When thy wealth has taken wings, and thy companions have deserted thee, the friend that is true will still remain faithful.
5. Both clauses complex: When Lot had selected the valley through which the Jordan flows, Abraham dwelt on the hills that lie west of the river.
6. Both clauses compound: Christ came and the new era began when Greece had lost her greatness and the seeds of decay had been planted in the Roman Empire.

A careful study of these sentences will make plain the office of each proposition and clause.

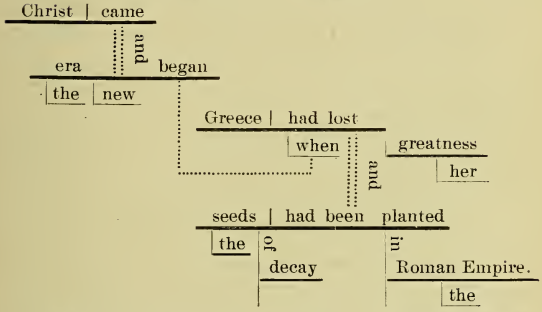
2. Write two complex sentences of each of the six varieties mentioned.

3. Notice these diagrams:

1. (The third sentence in paragraph 1.)



2. (The sixth sentence in paragraph 1.)



When might be supplied as a modifier of **had been planted,** but it is not necessary. The dependent clause modifies both **began** and **came,** and the dotted line might extend to **came,** also.

4. Diagram the first, the second, the fourth, and the fifth sentence in paragraph 1.

LESSON V.

VARIETIES OF DEPENDENT CLAUSES.

1. According to the use of the dependent clause (or clauses), there are many varieties of complex sentences. The dependent clause may be —

1. An adjective clause.
2. An adverb clause of time.
3. An adverb clause of place.
4. An adverb clause of degree; as, "He writes as well as he reads."
5. An adverb clause of manner; as, "He speaks as he thinks."
6. An adverb clause of concession.
7. An adverb clause of purpose; as, "We eat that we may live."
8. An adverb clause of cause.
9. An adverb clause of condition.
10. An adverb clause of specification; as, "We are anxious that he may succeed."
11. A noun clause used as subject.
12. A noun clause used as attribute complement.
13. A noun clause used as object.
14. A noun clause used as object of a preposition; as, "The prisoner has no idea of why he was arrested."
15. A noun clause in apposition with the subject.
16. A noun clause in apposition with the object; as, "The young man obeyed the commandment, 'Honor thy father and thy mother.'"
17. A noun clause in apposition with the attribute complement; as, "His answer was the question, 'Believest thou the prophets?'"

In the tenth example, many authors would supply "**for this thing**" after the word **anxious**, and make the clause in apposition with **thing**, but it is better to consider the clause an adverb modifying the word **anxious**. Other clauses of specification

are found in these sentences: "We are not certain that an open sea surrounds the north pole;" "The invalid is confident that he will recover."

It will be noticed that all these clauses of specification modify adjectives.

There are also adverb phrases of specification. In "He endeavors to succeed," **to succeed** is an adverb phrase of specification, modifying **endeavors.** (**Endeavors** is intransitive.)

2. Write one complex sentence of each of the seventeen varieties just mentioned.

LESSON VI.

NOUNS — CLASSIFICATION AND PROPERTIES.

1. A noun is the name of anything.

2. Nouns are divided into Proper Nouns and Common Nouns.

3. A Proper Noun is the name of a particular person, place, or thing.

Proper nouns are not subdivided.

4. A Common Noun is a general name, and can be applied to any one of a class.

5. Common nouns are divided into Collective, Abstract, and Class Nouns.

6. A Collective Noun is a name applied to a group of objects.

7. An Abstract Noun is the name of a quality, not of a substance.

8. A Class Noun is one that can be applied to each individual of a group; as, **horse, man, city.** Class nouns include all common nouns not collective or abstract.

9. A Verbal Noun is one derived from a verb; as, **reading, walking.**

Verbal nouns are sometimes called Participial Nouns.

10. A Diminutive Noun is one derived from another noun, and expresses an object of the same kind, but smaller; as, **leaflet, hillock.**

Proper nouns sometimes become common; as, "We have no **Websters** in Congress to-day." Here **Websters** is used to name a class, the orators.

A common noun may be used to distinguish any object from others of the same class; as, "O Highwayman, do not take my money." Highwayman is a proper noun in this sentence.

The classification is complete without the terms verbal and diminutive. Verbal nouns may be classed as abstract, and diminutive as class nouns.

11. The modifications of nouns and pronouns are Gender, Person, Number, and Case.

12. Gender is a distinction of nouns and pronouns in regard to sex.

13. The Masculine Gender denotes the names of males.

14. The Feminine Gender denotes the names of females.

15. The Common Gender denotes the names of either males or females, or both.

16. The Neuter Gender denotes the names of neither males nor females.

17. When a noun, usually masculine or feminine, refers particularly to a word and not to a person, it is of the neuter gender; as —

1. **Man** is masculine, because it denotes males.
2. Her name is **Lizzie**.

Man is neuter, because it refers to the word **man** and not to a person. **Lizzie** is neuter, because it refers to the name and not to the person.

18. Person is that modification of nouns and pronouns which denotes the speaker, the person spoken to, or the person spoken of.

19. The First Person denotes the speaker.

20. The Second Person denotes the person spoken to.

21. The Third Person denotes the person spoken of.

LESSON VII.

NOUNS — NUMBER.

1. Number is that modification of a noun or pronoun by which it denotes one or more than one.

2. The Singular Number denotes but one.

3. The Plural Number denotes more than one.

4. Nouns taken from foreign languages without change generally retain their original plurals.

Singular.	*Plural.*	*Singular.*	*Plural.*
alumna,	alumnæ;	focus,	foci;
formula,	formulæ;	radius,	radii;
nebula,	nebulæ;	stimulus,	stimuli;
vertebra,	vertebræ;	terminus,	termini;
automaton,	automata;	amanuensis,	amanuenses;
curriculum,	curricula;	analysis,	analyses;
datum,	data;	axis,	axes;
erratum,	errata;	basis,	bases;
genus,	genera;	crisis,	crises;
gymnasium,	gymnasia;	ellipsis,	ellipses;
phenomenon,	phenomena;	hypothesis,	hypotheses;
stratum,	strata;	parenthesis,	parentheses;
alumnus,	alumni;	thesis,	theses.

5. Some nouns from foreign languages have both an English and a foreign plural.

Singular.	*English Plural.*	*Foreign Plural.*
beau,	beaus,	beaux;
cherub,	cherubs,	cherubim;
formula,	formulas,	formulæ;
focus,	focuses,	foci;
gymnasium,	gymnasiums,	gymnasia;
memorandum,	memorandums,	memoranda;
medium,	mediums,	media;
radius,	radiuses,	radii;
spectrum,	spectrums,	spectra;
vortex,	vortexes,	vortices;

and some others.

6. Compounds of **man** form the plural by changing **man** to **men**; as, **Englishman, Englishmen.**

The nouns, **German, Musselman, talisman,** and **Turkoman,** not being compounds of the noun **man,** form the plural by adding **s.**

7. Compound words and combined words used as nouns pluralize the base or principal word of the expression.

Son-in-law — sons-in-law.
Duke of Wellington — dukes of Wellington.
King of England — kings of England.

Such nouns as the preceding add the sign of possession to the last word; as, "son-in-law's house," "Duke of Wellington's career," "somebody else's book."

8. Compounds ending in **ful** form the plural by adding **s**; as —

Cupful, cupfuls; spoonful, spoonfuls.

What is the difference between "three cupfuls of vinegar" and "three cups full of vinegar"?

9. When a noun, plural in form, refers to some word and not to objects, it is in the singular number; as —

1. **Books** is a common noun.
2. **Boys** is plural.

Books and **boys** are both singular, because each refers to a single word.

10. Some nouns, though always plural in form, are either singular or plural according to the meaning intended to be conveyed. Such are **odds, means, amends, wages,** and some others.

11. In forming the plural of proper names with a title, some authors pluralize the title; as, **the Misses Brown.** Others pluralize the name; as, **the Miss Browns.**

The latter method seems the better, but if the title belongs to each of two names, it should take the **s** in forming the plural; as, **Drs. Scott & Smith.**

12. Parse the words in black letter in these sentences:

1. How do you parse the word **boys**?
2. **She** is a personal pronoun.
3. His title is **Duke of Marlborough.**
4. God is an everlasting **now.**
5. This essay contains the usual number of **buts** and **ands.**

LESSON VIII.

CASE.

1. Case is that modification of nouns and pronouns which shows their relation to other words.

2. The Nominative Case is the use of a noun or pronoun —

1. As the subject of a proposition.
2. In predicate with an intransitive verb.
3. In predicate with a transitive verb in the passive voice.
4. Independently.

3. The Objective Case is the use of a noun or pronoun —

1. As the object of a verb or preposition.
2. Denoting weight, measure, value, distance, time, etc. (in the objective case without a governing word).
3. As the subject of an infinitive.
4. As the objective attribute.

4. The Possessive Case is the use of a noun or pronoun to denote the possessor, or owner.

5. A noun used independently is in the nominative—

1. By direct address; as, "**John,** come here."
2. By pleonasm; as, "**McKinley,** he is President."
3. By exclamation; as, "What a **pleasure!**"
4. By subscription (as when signed to a letter or other written production).
5. Absolute; as, "The **snow** melting, the river rose."

In order to be in the nominative absolute, the noun or pronoun must be placed before a participle and must be independent of the remainder of the sentence.

6. A noun or pronoun in any case may have another noun or pronoun in apposition with it.

A pronoun is seldom, if ever, in the possessive case by apposition.

7. Intransitive verbs and their participles, and transitive verbs in the passive voice, have the same case after them as before them when both words refer to the same person or thing. (This rule will explain **predicate nominative** and **objective attribute.**)

1. Pocahontas was married to an Englishman named John Rolfe.

John Rolfe is in the objective case, to agree with **Englishman.**

2. I want him to be governor.

Governor is in the objective case, to agree with **him,** the objective subject of **to be.**

3. To be right is better than to be President (is good).

President is in the objective case, to agree with **one** or **person** understood, the objective subject of **to be.**

There is a curious exception to the rule just given. A participle with the construction of a noun may have the possessive case before it and the nominative case after it; as, "His being a scholar secured the situation." **Scholar** is in the nominative case although it and **his** refer to the same person. "Its being

he should make no difference." **He** is in the nominative case after the intransitive participle **being,** while **its** is in the possessive case before the participle.

8. Appositive and predicate nouns need not agree with the principal term in gender, person, or number; as —

1. I am he.
2. He was eyes to the blind.
3. The Greeks, a synonym for brave men, gained a great victory over the Persians.

9. A noun may be in apposition with a phrase or clause, and a phrase or clause may be in apposition with a noun.

1. Her aiding me, a kindness I can never forget, was the cause of my success.
2. She aided me in procuring a situation, a kindness I can never forget.
3. This task, to teach the young, has its pleasures.

In the second sentence, **kindness** is in the nominative in apposition with the preceding clause, although the clause is not a noun clause.

10. Each of these sentences contains a noun or pronoun in the nominative, used independently. Pick out each one, and decide whether it is nominative by direct address, pleonasm, exclamation, subscription, or in the nominative absolute:

1. The Pilgrim Fathers, where are they?
2. Great and manifold are thy works, O Lord!
3. Mr. President: I rise to ask a question.
4. None but the brave deserve the fair.—DRYDEN.
5. The Lord of the universe, He will hear their complaints.
6. What joy, what happiness!
7. The meeting having adjourned, the hall was soon deserted.

LESSON IX.

REVIEW.

Write a sentence having—

1. A noun in apposition with a phrase.
2. A noun in apposition with a clause.
3. A phrase in apposition with a noun.
4. A clause in apposition with a noun.
5. A pronoun, objective after an intransitive verb.
6. A noun, nominative by direct address.
7. A noun, nominative by exclamation.
8. A noun, nominative by pleonasm.
9. A noun, nominative by subscription.
10. A noun, nominative absolute.
11. A pronoun, nominative absolute.
12. A noun, nominative after a passive verb.
13. A noun, objective by apposition.
14. A noun, possessive by apposition.

LESSON X.

CASE — Continued.

1. In forming the possessive, the additional **s** is sometimes omitted when its use would cause several successive sounds of **s**; as, **for conscience' sake.**

This omission of the **s** is not so common now as it was twenty years ago.

2. It should be remembered that when two appositives are in the possessive case, only one will take the sign.

1. This is Arnold's grave, the traitor. Better, "This is the grave of Arnold, the traitor."
2. Here rests his head upon the lap of earth, a youth to fortune and to fame unknown. (**Youth** is in the possessive case, in apposition with **his.**)

3. A noun or pronoun placed before a participle with the construction of a noun should be in the possessive case; as —

1. I am opposed to the gentleman's speaking again.
2. His being a good penman secured the position.
3. What do you think of my going to Europe?

Do these two sentences have the same meaning? "I am surprised at you studying Latin." "I am surprised at your studying Latin." May both be correct?

4. Each of the following sentences has one or two nouns in the objective case without a governing word:

1. He waited an hour.
2. The sun shines night and day.
3. Four times every year he visits his old home.
4. Corn has grown ten inches this month.
5. Good horses are worth one hundred dollars a head.

(**Worth** is an adjective, modifying **horses.** **A** may be a preposition, with **head** for its object, but most authors call **a** an adjective and parse **head** in the objective case without a governing word.)

6. Some land will produce eighty bushels of corn an acre.
7. Adams and Jefferson both died July 4, 1826.

5. Some verbs seem to take two objects meaning the same person or thing; as —

1. They made him king.
2. They chose him captain.
3. The people elected Harrison president.
4. The Dutch named the settlement New Amsterdam.

In these sentences **to be** may be supplied before the last object, making the first object the subject of the infinitive and the second object the objective attribute; thus, "They made him to be king." **Him to be king** is the object of **made, him** is the objective subject of **to be,** and **king** is in the objective case to agree with **him.**

6. When verbs of making, choosing, creating, electing, etc., take two objects, the one showing the result of the action is often called the **Factitive Object** (fac=make).

In the sentences given in paragraph 5, **king, captain, president,** and **New Amsterdam** are factitive objects.

Sometimes the factitive object may be an adjective; as, "The medicine made the child sick." Here **sick** modifies **child,** but it is called the factitive object by some. It seems to me, however, that neither **child** nor **sick** is the object of **made,** but that the real object is **child (to be) sick.**

7. Some verbs seem to take two objects, one denoting a person and the other denoting a thing; as—

1. Aristotle taught Alexander philosophy.
2. The queen asked Ahasuerus a question.

In the first sentence, most grammarians call **philosophy** the object of the verb, and say that **Alexander** is the object of a preposition understood. In the second sentence, **question** is considered the object, and **Ahasuerus** is called the object of a preposition understood.

The Latin and the Greek grammars give such verbs two objects, and I see no reason why the same may not be done in English. As either **philosophy** or **Alexander** can be made the subject in the passive, it would seem that either can be considered the object of the verb. "Alexander was taught philosophy." "Philosophy was taught to Alexander." If we call both **philosophy** and **Alexander** the objects in the active voice, when **Alexander** is made the subject **philosophy** can be parsed as the object of the passive verb. This is in harmony with the classic grammars, and is fully as logical and sensible as to say "Alexander was taught (as to) philosophy," or "Ahasuerus was asked (as to) a question."

Another peculiar objective is found in such sentences as "He struck the rock a blow." **Blow** is undoubtedly in the objective case, and we cannot easily supply a preposition before it. Of course, **blow** is not the object of **struck** in the same sense that **rock** is, but there is something about **struck** that governs **blow** in the objective case.

8. When pronouns follow interjections, those of the first person are usually in the objective case; as, "Ah! wretched me!"

Such objectives are not the object of the interjection, but are in the objective merely as a matter of custom.

Pronouns of the second or the third person following interjections are in the nominative case.

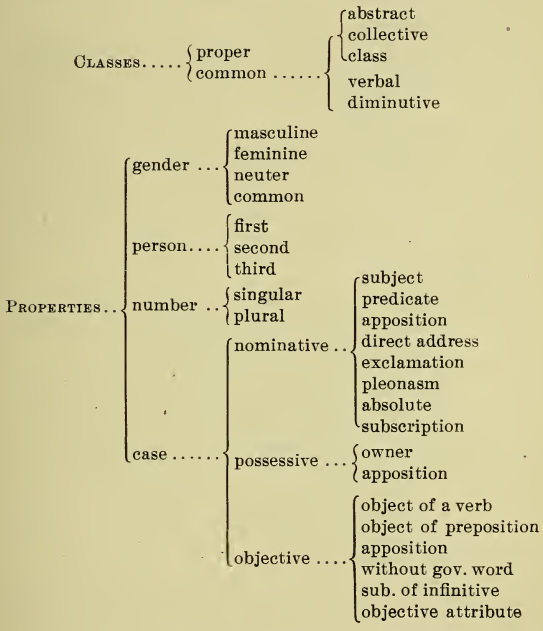
9. Although the terms **factitive object** and **objective complement** are used by some authors, they are not necessary. All constructions can be explained without these terms.

In "He gave me a book," some authors call **me** the indirect object of **gave**, and others call it the dative object. These terms are also unnecessary. **Me** is the object of the preposition **to** understood.

LESSON XI.

REVIEW.

1. Study the following outline of the noun:



2. Write an essay on "The Noun," using the outline just given.

LESSON XII.

REVIEW.

1. In the following sentences the word **senator** is used in all the possible constructions of a noun:

1. Nominative:
 - *a.* Subject of the sentence: The senator is speaking.
 - *b.* In the predicate: Mr. Plumb is senator.
 - *c.* In apposition: Mr. Plumb, the senator, lives in Kansas.
 - *d.* Direct address: Senator, when will you return?
 - *e.* Exclamation: O noble Senator!
 - *f.* Pleonasm: The senator, what did he say?
 - *g.* Absolute: The senator having concluded his address, the meeting adjourned.
 - *h.* By subscription (signed to a letter or other written production).
2. Possessive:
 - *a.* Owner: The senator's election is assured.
 - *b.* Apposition: Mr. Plumb, the senator's, speech was printed in all the great dailies.
3. Objective:
 - *a.* Object of a verb: The citizens honor the senator.
 - *b.* Object of a preposition: I voted for the senator.
 - *c.* Apposition: I saw Mr. Plumb, the senator.
 - *d.* Without a governing word: A governor is worth a senator.
 - *e.* Subject of infinitive: I want the senator to succeed.
 - *f.* Objective attribute: The people wished Mr. Plumb to be senator.

2. Pronouns can be used in most of the preceding constructions. Write sentences, using pronouns instead of nouns.

3. Write one sentence for each of the sixteen possible constructions of the noun.

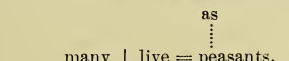
LESSON XIII.

Diagram these sentences, and parse the words in black letter:

1. Tenderly her blue eyes glistened, long **time ago.**

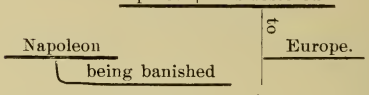
In such sentences **ago** is usually parsed as an adjective modifying **time** (ago time = past time), but I believe that **ago** is an adverb modifying **glistened,** and the phrase **long time** modifies **ago.** Take this sentence: "It happened forty years ago." Now, if **forty years** modifies **happened,** and **ago** modifies **years,** the meaning is, "It happened for forty years." But the meaning is, "It happened ago (in the past) (to the extent of) forty years."

2. **Each** in his narrow cell forever laid, the rude forefathers of the hamlet sleep.
3. **Spring** coming, the general began the campaign.
4. **Ye** everlasting **peaks**! I am with you once again.
5. He looked a **sachem** in red blanket wrapt.
6. Every **why** hath a **wherefore.**
7. The **boast** of heraldry, the **pomp** of power,
 And all **that** beauty, all that wealth e'er gave,
 Await **alike** the inevitable **hour:**
 The paths of glory lead **but** to the grave.
8. He was driven an **exile** from his native land.
9. Who would be free, **himself** must strike the **blow.**
10. Every sailor in the port
 Knows that I have ships at sea,
 Of the waves and winds the **sport;**
 And the sailors pity me.
11. Where one lives as a **king,** many live as **peasants.**



12. I wish it to be distinctly understood that I know nothing of his **whereabouts.**
13. Whence and what art thou, execrable shape?

14. Napoleon being banished, peace was restored to Europe.



The nominative absolute is not connected with the remainder of the sentence.

15. His character, viewing it in the most charitable manner, is full of blemishes.

You or **we** is understood before **viewing.**

16. He did it for Herodias's sake, his **brother Philip's wife.**

17. This is Franklin's grave, the **man** who wrote "Poor Richard's Almanac."

Diagram the last sentence as it stands, then improve the arrangement of the words and diagram.

LESSON XIV.

PRONOUNS.

1. A Pronoun is a word used instead of a noun.

2. The Antecedent of a pronoun is the word for which it stands.

3. A Personal Pronoun is one that indicates its person by its form.

4. A Compound Personal Pronoun is one that is formed by adding to some forms of the personal pronouns **self** for the singular and **selves** for the plural.

5. A Relative Pronoun is one that relates to some preceding word or words, and connects clauses.

6. A Compound Relative Pronoun is one that is formed by adding **ever** or **soever** to the relatives **who, which,** and **what.**

7. **What,** when a relative, is equivalent to **the thing which,** or **the things which,** and is called a **Double Relative.**

8. An Interrogative Pronoun is one used in asking questions.

Who, which, and **what** are usually named as the interrogative pronouns, but **which** (when used in asking a question) can always be treated as an adjective modifying a noun understood.

9. An Adjective Pronoun is one that performs the offices of an adjective and a noun.

10. Adjective Pronouns may be divided into Demonstrative Pronouns and Indefinite Pronouns.

11. A Demonstrative Pronoun is one that points out in a definite manner the object to which it relates. They are **this, that, these, those, the former,** and **the latter.**

12. An Indefinite Pronoun is one that points out in an indefinite manner the object to which it relates.

All the adjective pronouns, except the demonstratives, are indefinites. **Each, either,** and **neither** are sometimes called Distributives.

The words classed as adjective pronouns are such only when the word they modify is not expressed. When they modify a word that is expressed, they are definitive adjectives.

13. Sometimes a descriptive adjective is used as a noun; as —

1. The good alone are great.
2. The rich and the poor were present.

In these sentences, **good, rich,** and **poor** should not be parsed as adjective pronouns. They should be parsed as adjectives used as nouns, or the ellipsis should be supplied. Only definitive adjectives become adjective pronouns.

14. A personal pronoun of the possessive form is often used without the name of the thing possessed; as, "This is yours, that is mine." Here the things possessed by **yours** and **mine** are not mentioned. Such possessive forms are sometimes called Possessive Pronouns.

If these words are called possessive pronouns, they should not be parsed as in the possessive case. In the above sentence **yours** and **mine** are both in the nominative case, used in the predicate. In "I have yours, you have mine," **yours** and **mine** are both in the objective case, object of **have.** *A possessive pronoun is never in the possessive case.*

If we supply the word that is understood (**book**, for example), the sentence becomes, "I have your book, you have my book." Now **book** is the object of the verbs, and **your** and **my** are **personal** pronouns in the possessive case. This method is used by many authors. It should be stated, however, that we cannot always supply an understood noun; thus, in "A friend of mine," we cannot supply **friends** and say "A friend of my friends," because the meaning may be very different from the original. I prefer the term **possessive pronoun,** and I parse **mine** as the object of the preposition **of.**

Sometimes a noun may perform the same office as these possessive pronouns; as, "An uncle of John's." Here **John's** has the sign of possession, but is not in the possessive case, the idea of possession being indicated by the preposition **of. John's** is in the objective case, although it has the sign of possession. [It is but just to state that some grammarians consider the

above sentence incorrect, and change it to "an uncle of John"; but the expression has the sanction of good authority, and is in our language to stay.]

15. Parse the words in black letter:

1. A friend of **mine** called to see me recently.
2. This work is hard, but **yours** is still harder.
3. **Ours** is a great country.
4. A playmate of **Henry's** has been injured.
5. He lost all his property, but she saved **hers**.

LESSON XV.

THE USE OF RELATIVES.

1. A Restrictive Clause is one that restricts the meaning of the word it modifies; as —

1. This is the horse that my friend bought. (The relative clause limits **horse** to one particular horse.)
2. I have the book that you mentioned.
3. The boy that was here yesterday is twelve years old.
4. The boy, who was here yesterday, is twelve years old. (Not restrictive.)

In the fourth sentence, the hearers are supposed to know what particular boy is meant. The speaker starts out to inform them that the boy is twelve years old, but he gives the additional information (almost by way of parenthesis) that the boy was here yesterday. The hearers did not know he was here yesterday, so that the speaker gives information in both clauses. In such sentences, the relative clause is not restrictive.

In the third sentence, the hearers are not supposed to know what particular boy the speaker has in mind; several boys may have been mentioned previously. Therefore, the speaker informs them that the particular boy that was here yesterday is twelve years old. The relative clause does not give additional information; the hearers knew he was here yesterday, but did

not know he is twelve years old. In such sentences the relative clause is restrictive.

Notice the punctuation of the third and the fourth sentence.

2. **That** should be used instead of **who** or **which** in restrictive clauses.

Many good writers and speakers do not follow this rule.

3. Appositives, participial phrases, and relative clauses, when not restrictive, are usually set off by commas.

4. Examine the relative clauses in these sentences, and select those that are restrictive:

1. I recently heard one of the best orators that live in America.
2. The diamond, which is pure charcoal, is a brilliant gem.
3. The diamond that the countess wore cost fifty thousand dollars.
4. My friend was a member of the fifty-third congress, which expired March 4, 1895.
5. My friend was a member of the congress that expired March 4, 1895.
6. Listen to the song that nature sings.
7. He was the drollest fellow that I ever saw.

5. Select the correct pronoun in these sentences:

1. He was the first (that, who) entered.
2. This is the same story (that, which) we read before.
3. It was not I (who, that) did it. (When the subject is **it**, the predicate pronoun is generally followed by **that**.)
4. Was it you or the wind (who, that) shut the door?
5. All (which, that) I have is thine.
6. Yesterday I met an old friend, (that, whom) I failed to recognize.
7. Yesterday I met an old friend (that, whom) I failed to recognize.

8. He sold his bay horse, (which, that) had been given to him.
9. He sold the bay horse (which, that) had been given to him.

LESSON XVI.

RELATIVES — Continued.

1. **As** is used as a relative pronoun after **such, many,** and **same.**

1. I love such as love me. (We might say "who love me," but **as** sounds better than **who.**)
2. Tears, such as angels weep, burst forth.— MILTON.
3. I shall not learn my duty from such as he.
4. As many as were called responded.

2. Give the construction of the relative **as** in each of the preceding sentences.

3. **But,** when equivalent to **that not,** is sometimes used as a negative relative pronoun.

1. Where breathes the foe but falls before us?
2. There is not a man here but knows it.
3. There is no wind but soweth seeds of a better life.

4. The relative pronoun is frequently understood.

1. All the wealth he had ran in his veins.
2. Men will reap the things they sow.
3. Let not harsh words mar the good we might do here.
4. Take the goods the gods provide thee.
5. The orator we heard is from Kentucky.

5. The antecedent of a relative is sometimes understood.

1. Who steals my purse steals trash.
2. Whom the gods love die young.
3. Let him be who he may.

6. Parse the relative pronouns found in the sentences under paragraphs 3, 4, and 5.

7. In GRADE SEVEN the compound relatives **whoever** and **whosoever** were declined, giving the forms **whosever, whosesoever, whomever,** and **whomsoever.**

Not all authors agree to this. Maxwell says, "**Whosoever** is the only compound relative declined." Harvey says, "Compound relatives are indeclinable." Notwithstanding the assertions of these eminent authors, I believe that the possessive and objective forms of **whoever** and **whosoever** are good English.

As a compound relative always performs two offices (its own, and that of its unexpressed antecedent), some persons have difficulty in deciding whether to use the nominative or the objective form when one office is nominative and the other objective. Take this sentence: "We shall purchase from whoever sells cheapest." **Whoever** is the object of **from** and the subject of **sells.** As all relative pronouns are found in subordinate clauses, it is the office of the compound relative in the subordinate clause that determines its form. In the above sentence **whoever** is the subject of the subordinate clause, and therefore should have the nominative form. The understood antecedent is the object of **from** in the principal clause. If we supply the antecedent, the compound **whoever** should be changed to the simple **who**; thus, "We shall buy from him who sells cheapest."

In the sentence, "Whomever you select will go," the subordinate clause is "Whomever you select," and **whomever** is the object of **select**; therefore, it has the objective form. The principal clause is, "He (or that one) will go."

8. Fill these blanks with the proper form of the compound relative:

1. Select —— you wish.
2. Give it to —— wants it.
3. —— lives long will find trouble.
4. The prize is for —— wins it.

9. Observe that a relative pronoun is always in a dependent, adjective clause, and is always a connective. In the following sentences, **who** is not a relative, but an interrogative:

1. I know who did it.
2. Who is the legal speaker of the house has not yet been determined.
3. It has not yet been decided who discovered America.

There is an indirect question in each of the above sentences.

LESSON XVII.

REVIEW.

Write two sentences, each containing —

1. A relative clause, restrictive.
2. A relative clause, not restrictive.
3. **As** as a relative pronoun.
4. **But** as a relative pronoun.
5. A relative pronoun understood.
6. The antecedent of a relative understood.
7. The nominative form of a compound relative.
8. The objective form of a compound relative.

LESSON XVIII.

REVIEW.

1. In the following sentences the pronouns agree with their antecedents. Examine carefully:

1. He is one of the best men that live in the city.
2. Every boy and girl must depend on himself.
3. All boys and girls must depend on themselves.

In such sentences as "It is you that will succeed," some grammarians say that **it** is the antecedent of **that,** and others say that **you** is the antecedent. Change the sentence to "It is you that (is, are) in the wrong." If **that** agrees with **it,** the verb **is** is correct; but if **that** agrees with **you,** the verb **are** should be used. I believe that the relative clause is restrictive and limits **it,** telling which particular **it** is **you.** At the same time, I believe the majority of good writers and speakers would use **are** as the predicate of **that** in the given sentence.

2. Select the correct sentence from each of these pairs:

1. { It is I that am standing here.
 { It is I that is standing here.

2. { It is they that were responsible.
 { It is they that was responsible.

3. When **it** is used as the subject of an intransitive verb having a predicate nominative, it often seems to disagree with its antecedent in gender, person, or number; as —

1. It is I.
2. It is he.
3. It is they.
4. It is Robert.

In these sentences the antecedent is understood, and in each of them **it** refers to the antecedent as a thing, an object, but

the predicate nominatives refer to the same objects as persons, thus giving to the objects a different gender, person, or number.

This might be illustrated as follows: Suppose we are looking down the street just at dark. We see an object approaching, and we wonder what it is. We say, "What is that?" But as it comes nearer, our knowledge becomes more definite, and we say, "It is a man." As it comes still nearer, we discover that it is some one we know, and we say, "It is John."

4. When a pronoun has more than one antecedent, and these antecedents differ in person, the pronoun takes the form of the second person in preference to that of the third, and the form of the first person in preference to that of either the second or the third; as—

1. Laura and I have done our best.
2. Did you and your mother enjoy your trip?

5. Fill these blanks with the proper personal pronouns:

1. Neither of us is willing to give up —— claim.
2. John and I have —— lessons.
3. John and you have —— lessons.
4. Each member of this class must have —— own book.
5. Two or three of us have finished —— work.
6. The mother, as well as the father, must do —— part.
7. If you should find my horse or cow, please bring —— to me.
8. He and I love —— parents.
9. Poverty and wealth has each —— own temptations.
10. Neither the judge nor the jurors were unprejudiced in —— opinion.

When a pronoun has two antecedents taken separately, and these antecedents differ in number, the pronoun should agree with the nearer antecedent.

11. Will either of you boys lend me —— knife?
12. Each one of us has —— faults. (The pronoun will be in the third person.)
13. Every one of you should bring —— own book.
14. She laughs like one out of —— right mind.

6. Write a sentence containing a personal pronoun with two antecedents taken separately and differing in number.

7. Write a sentence containing a personal pronoun with more than one antecedent, differing in person.

LESSON XIX.

REVIEW.

1. Correct where necessary:

 1. This is the friend which I love.
 2. Thou art the man who has done the crime.
 3. Take that book to the library, which I left on the table.
 4. There was a bird caught by the fox, which was web-footed.
 5. The prisoner was sentenced by the judge, who committed the crime.
 6. This is the vice that I hate.
 7. Jamestown was the first permanent settlement which was made in the United States by the English.

2. Correct the case forms where necessary:

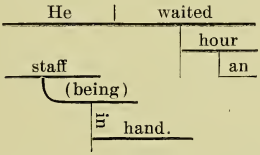
 1. Who will you select for secretary?
 2. Let (he, him) be (who, whom) he may.
 3. A gentleman entered who I afterwards learned was the governor of the state.
 4. A gentleman entered who I afterwards found out to be the governor of the state.
 5. Who shall I go to?
 6. She who studies, the teacher will commend.
 7. Give the letter to Henry, (he, him) who is standing by the gate.

8. I refer to Newton, he who discovered the law of gravitation.
9. You may guess who it was.
10. You may guess whom they elected.
11. Whom did you say was chosen?
12. Gentle reader, let you and I walk in the paths of virtue.
13. I do not think such persons as he competent to judge.
14. All, save I, were pleased.
15. Tell me, in confidence, whom is she you love?

LESSON XX.

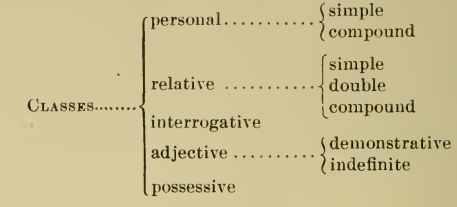
1. Parse the nouns and pronouns in these sentences:

1. He granted my request, an act for which I greatly esteem him.
2. He that formed the ear, shall He not hear?
3. He waited an hour, staff in hand.



4. Next Anger rushed, his eyes on fire.
5. Whosoever will, let him come.
6. Whomsoever the governor selects shall receive the appointment.
7. Give the prize to whomever you deem most worthy.

2. The following is an outline of the pronoun:



Properties — Same as nouns.

3. Write an essay on "The Pronoun," using the outline just given.

LESSON XXI.

Diagram these sentences, and parse the words in black letter:

1. The noblest soul is **that which** chooses the right, not for gain or glory, but because 'tis right.
2. All prize most what they do not possess.
3. Happy is the man who has mastered the most difficult of life's problems, **namely,** the **problem** of living wisely and well.
4. We teach much when we are not teaching at all: unconscious **influence.**
5. Do and be, so nearly as in you lieth, what you would have your pupils do and be.
6. Education is the debt the present owes to future generations.
7. The comprehensive law of education is, "Exercise gives development."
8. I would rather be right with the **few** than wrong with the **many.**

Rather is an adverb, the comparative of an obsolete positive, **rath,** or **rathe.**

9. Friendship! mysterious cement of the soul, sweetener of life, and solder of society.
10. My mind to me a kingdom is.
11. There is nothing great on earth but **man**; there is nothing great in man but mind.
12. Aristotle tells us that a statue lies buried in a block of marble.
13. I heard **that that** man **that** was expected has arrived.
14. Ill fares the land, to hastening ills a **prey,** where wealth accumulates and men decay.
15. Blessed is the man **whose** God is the Lord.

LESSON XXII.

1. Correct where necessary, and analyze these sentences:

1. Let not him boast that puts his armor on, but he that takes it off.
2. O, no, my child, 'twas not in war,
 And him that kills a single man his neighbors all abhor.
3. Let none touch it but they who are clean.
4. He is the man who was thought to be you.
5. He is the man who you were thought to be.
6. His is the language of the heart.
7. The time of prosperity will come, who doubts it?
8. I can make it clear that I am innocent.
9. Bring such books as will be needed.
10. Whom do people say won first place in the contest?

2. Write two sentences in which **as** is a relative pronoun.

3. Write two sentences in which **but** is a relative pronoun.

4. Write two sentences in each of which a relative pronoun is understood.

5. Write two sentences, each containing a restrictive relative clause.

LESSON XXIII.

ADJECTIVES.

1. An Adjective is a word used to modify a noun or pronoun.

2. A Descriptive Adjective is one that describes a noun or pronoun by expressing some quality belonging to it.

3. Descriptive adjectives are divided into Proper Adjectives and Common Adjectives.

4. A Proper Adjective is one derived from a proper noun.

5. A Common Adjective is a descriptive adjective not derived from a proper noun.

6. A Definitive Adjective is one that does not express a quality.

7. Definitive adjectives are divided into Articles, Demonstratives, Distributives, Indefinites, Interrogatives, and Numerals.

8. The Articles are the definitives **a, an,** and **the.**

The is the Definite Article, and **a** or **an** is the Indefinite Article.

9. A Demonstrative is one that points out in a definite manner the noun that it modifies; as, **this, that, these, those.**

10. A Distributive is one that refers separately and singly to each one of two or more; as, **each, every, either, neither.**

11. An Indefinite is one that points out in an indefinite manner the noun that it modifies; as, **all, any, many, few.**

When the demonstratives, distributives, and indefinites modify nouns understood, they are Adjective Pronouns.

12. An Interrogative Adjective is one used in asking a question; as, "What studies is he taking?"

13. A Numeral Adjective is a definitive that expresses number definitely.

1. A Cardinal is a numeral that denotes simply the number of objects.
2. An Ordinal is a numeral that denotes the position of an object in a series.
3. A Multiplicative is a numeral that denotes how many fold; as, **single, triple, four-fold.**

14. Comparison is a variation of descriptive adjectives to express the quality in different degrees.

15. There are three Degrees of Comparison: the Positive, the Comparative, and the Superlative.

16. The Positive Degree expresses the simple quality.

17. The Comparative Degree expresses the quality in a higher or lower degree.

18. The Superlative Degree expresses the quality in the highest or lowest degree.

Not all descriptive adjectives can be compared.

19. When two qualities in the same person or thing are compared, or when the adjective follows its noun, adjectives of one syllable are compared by **more** and **most;** as —

1. He is more kind than wise.
2. A sky more clear was never seen.
3. A foot more light, a step more true, ne'er trod the earth.

In poetry, adjectives of one syllable, even when preceding the noun, are sometimes compared by **more** and **most.**

20. Some adjectives are defective in their comparison:

Positive.	*Comparative.*	*Superlative.*
———	hither,	hithermost;
———	inferior;	———
———	nether,	nethermost;
rear,	———	rearmost;
middle,	———	middlemost;
———	superior;	———

and some others.

LESSON XXIV.

ADJECTIVES — Continued.

1. When the article is used with two or more adjectives belonging to different nouns, the article should be repeated; as, "a large and a small house" (two houses).

When the article is used in comparative expressions with **than**, if the nouns before and after **than** both refer to the same person or thing, the article should not be repeated; as, "He is a better soldier than statesman."

2. One adjective sometimes limits another; as, "a deep blue color," "red hot iron."

This is the view taken by most authors, but I see no reason why **deep** and **red** cannot be parsed as adverbs in such expressions.

3. An adjective sometimes modifies an adjective and a noun combined; as, "a good old man." **Good** modifies **old man.**

Notice the difference in the meaning of these expressions: "a good old man," and "a good, old man."

4. In such expressions as "two hundred bushels," some authors claim that **hundred** is a noun, modified by the adjective **two,** and that **bushels** is the object of the preposition **of** understood.

I see no reason why **two hundred** cannot be parsed together as one adjective, just as we parse **seventy-five. Three, six thousand, four dozen,** etc., all answer the question, "How many?" and should be treated as simple adjectives.

5. When adjectives are compared with **more** and **most,** nearly all authors consider **more** and **most** adverbs.

Thus, in **more joyful, joyful** is generally parsed as an adjective of the positive degree, and **more** is parsed as an adverb of the comparative degree; in other words, the adjective is not in the comparative degree, but the adverb is. But we started out to parse the comparative degree of an adjective, not of an adverb. If both words are required for the comparative degree, why not parse them together? I prefer to parse **more joyful** and **most joyful** together.

6. When the comparative degree of a word is followed by **than,** the positive degree of the same word is understood in the subordinate clause, and **than** is a conjunctive adverb connecting the two clauses.

In "He is older than I am," **old** is understood after **am,** and the dependent clause, "I am old," is an adverb clause of degree, modifying **older. Than** connects the clauses and modifies **old.**

7. Good writers and speakers sometimes use the superlative when comparing only two objects, although such use is contrary to the rules of grammar.

8. A degree below the positive is sometimes made by adding **ish; as, blackish, greenish.** This may be called the Diminutive Degree.

9. When two or more adjectives are connected by conjunctions, the shortest and simplest should generally be placed first; as, "This tree is larger and more useful than that."

When adjectives thus connected are compared differently, some authors say they should be arranged as stated above, and

that **more** or **most** should be placed before the first; as, "A more noble and righteous cause never existed." I believe it is better to say, "A nobler and more righteous cause never existed."

10. The word **like,** when used appositively or after an intransitive verb, is often an adjective, although some grammarians prefer to call it a preposition.

In "He is like his father," **like** is an adjective, modifying **he,** and **father** is the object of **to** or **unto** understood. Here, **like** has the meaning of **similar.** In "He, like the brave man he was thought to be, firmly held his ground," **like** is an adjective, used appositively, and modifies **he.** In "She can run like a deer," **like** is an adverb, modifying **can run,** and **deer** is the object of **to** understood. When **like** is an adverb, it means **similarly,** or **in a similar manner.**

I do not think that **like** is ever a preposition.

The words **unlike, near, nigh,** and **opposite** should be treated just as the word **like.**

11. **Less** should be applied to nouns of magnitude (bulk), and **fewer** should be applied to nouns of multitude (many); as, **less money, less water; fewer dollars, fewer gallons.**

12. **Many a** and **what a** should often be parsed together as one adjective; as, "Many a flower is born to blush unseen"; "What a crash that was!"

What a is sometimes an adverb; as, "What a large parade that is!" **What a** is an adverb, modifying **large.**

13. **Old** has two forms for the comparative (older, elder), and two for the superlative (oldest, eldest). **Elder** and **eldest** are applied only to persons, but **older** and **oldest** are applied to persons, animals, or things.

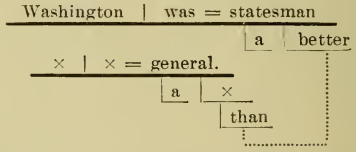
14. **Further** and **furthest** come from **forth** (an adverb), and **farther** and **farthest** come from **far.**

Farther and **farthest** are used when referring to distance; as, "Chicago is farther west than Detroit." **Further** refers to something additional. After giving several reasons, a speaker might say, "and further, I have still another reason."

LESSON XXV.

1. Correct the errors, and parse the words in black type:

1. Washington was a better statesman than a general.



Washington was a better statesman than he was a good general. **A** should be omitted before **general,** but it should be used when the omitted words are supplied.

2. This man of all **others** is most to be pitied.
3. The Russian Empire is more extensive than any nation on the globe.
4. He is a better disciplinarian than **teacher.**
5. The banner of the United States is a red, a white, and a blue flag.
6. Fire is a better servant than a master.
7. A rosy-faced and pale girl were seen sitting side by side.
8. A rosy-faced and a pale girl was seen in the company.
9. The pen is a mightier weapon than sword.
10. He was such a criminal that a few persons mourned his death.

11. Although he was unpopular, yet he had few friends.
12. Grief made her **insane.**
13. He was struck **dead.**
14. A good farmer keeps his horses **fat.**
15. All went **merry** as a marriage bell.
16. The hunter was so badly frightened that he turned **pale.**
17. Great is truth, and **mighty** above all things.

2. Diagram the preceding sentences.

LESSON XXVI.

1. Correct the errors, and parse the words in black type:

1. **Unheard,** because our ears are dull,
 Unseen, because our eyes are dim,
 He walks our earth, the **Wonderful,**
 And all good deeds are done to Him.
2. Give him this memoranda.
3. Jacob loved Joseph more than all his children.
4. This is a better furnished room than any in the house.
5. Noah and his family outlived all the people that lived before the flood.
6. The Civil War cost more men and money than any war the United States had.
7. Now comes the storm, **fierce** and **terrible.**
8. Tabby has the worst temper of any cat I know.
9. She of all other girls ought to be the last to complain.
10. I saw not (less, fewer) than twenty soldiers yesterday.
11. He who uses filthy language has (a) little decency.
12. He who is ungrateful has (few, a few) friends.
13. Although he has been rather unfortunate in business, he still has (few, a few) dollars.
14. To practice virtue is more acceptable to God than the sacrifice of bullocks or of rams.

15. Praising what is lost makes the remembrance **dear.**
16. Of two evils, the less is always to be chosen.
17. The navy of England is **more powerful** than that of any nation.
18. **Each** hunter carried his own game.

2. Diagram the preceding sentences.

LESSON XXVII.

1. The following is an outline of the adjective:

- CLASSES
 - descriptive
 - proper
 - common
 - definitive
 - article
 - definite
 - indefinite
 - demonstrative
 - distributive
 - indefinite
 - interrogative
 - numeral
 - cardinal
 - ordinal
 - multiplicative
- PROPERTY
 - comparison
 - positive
 - comparative
 - superlative

2. Write an essay on "Adjectives," using the outline just given.

LESSON XXVIII.

VERBS—CLASSIFICATION.

1. A Verb is a word that denotes action or being.

2. A Regular Verb is one that forms its past tense and past participle by adding **ed** to the present, in accordance with the rules of spelling.

Some authors say, "A regular verb is one that forms its past tense and past participle by adding **d** or **ed** to the present." They give this definition because they think **love**, for instance, adds **d** only. We have learned, however, that the final **e** of **love** is dropped in accordance with a rule of spelling and **ed** is added. In **chopped, ped** seems to be added, but we know that only **ed** is added, **p** being doubled in accordance with a rule of spelling. **Hear** adds **d** (hear, heard), but it is irregular.

3. An Irregular Verb is one that does not form its past tense and past participle by adding **ed** to the present.

4. A Transitive Verb is one that requires an object to complete its meaning.

5. An Intransitive Verb is one that does not require an object to complete its meaning.

An Intransitive Verb that does not imply action is sometimes called a Neuter Verb. Examples: "The book **lies** on the shelf." "Freedom **exists.**"

6. A Defective Verb is one not used in all the modes and tenses.

7. A Redundant Verb is one having more than one form for its past tense or past participle.

8. An Impersonal Verb is one used only in the third person singular.

9. Auxiliary Verbs are those used in the conjugation of other verbs. They are **do, be, have, shall, will, may, can, must.**

10. A Finite Verb is one that changes its form to agree with its subject.

11. An Infinite Verb is one that does not change its form to agree with its subject.

An infinite verb is either an infinitive or a participle.

12. A Complete Verb is one that, when joined to a subject, will form a complete predicate by itself; as—

1. The baby sleeps.
2. Birds fly.
3. God exists.

13. An Incomplete Verb is one that, when joined to a subject, will not form a complete predicate by itself; as —

1. He became rich.
2. Those men appear careless.
3. Nero was a tyrant.

14. The word used with an incomplete verb is called the Complement.

15. Most intransitive verbs are complete.

16. The intransitive verbs **appear, be, become, seem,** etc., are usually incomplete, and require complements. These verbs are sometimes called Copulative Verbs.

Some authors make three coördinate classes of verbs: transitive, intransitive, and copulative. This division is not logical, because copulative verbs are intransitive.

The complement of a transitive verb in the active voice is its object. A transitive verb in the passive voice often takes a complement; as, "He was considered **brave.**"

The complement may consist of more than one word; as, "Life is **of short duration.**"

The complement is a noun, pronoun, or an adjective.

17. Write a sentence containing—

1. A regular verb.
2. An irregular verb.
3. A transitive verb.
4. An intransitive verb.
5. A neuter verb.
6. A defective verb.
7. A redundant verb.
8. An impersonal verb.
9. An auxiliary verb.
10. A finite verb.
11. An infinite verb.
12. A complete verb.
13. An incomplete verb.
14. A copulative verb.

LESSON XXIX.

VERBS—VOICE.

1. The Modifications of the verb are Voice, Mode, Tense, Person, and Number.

2. Voice is that modification of a transitive verb which shows whether the subject denotes the actor or the receiver of the act.

3. The Active Voice is that form of the verb which shows that the subject denotes the actor.

4. The Passive Voice is that form of a transitive verb which shows that the subject denotes the receiver of the action.

Notice the last three definitions carefully. You will observe that in defining voice we say, "It is that modification of a **transitive verb,**" but in defining the active voice we say, "It is that form of a **verb.**" This is necessary, because in defining voice we must use a definition that will include both active and passive, and only a transitive verb can have the passive; but in defining the active voice we can say "that form of a **verb,**" because all verbs have the active voice.

Many grammarians say that intransitive verbs have no voice, but a large majority of the best linguists say that they have the active voice. In such sentences as "Birds fly," and "The boy runs," the subject of the intransitive verb surely represents the actor. Besides, all intransitive verbs are active in form. For these reasons, I believe that intransitive verbs have the active voice.

5. The passive voice of any verb will always consist of the past participle of that verb, preceded by some form of the verb **be.**

While no verb is passive that is not formed according to the above rule, there are two or three such forms that are not passive; thus, the verbs in "He is gone," and "The hour is come," are active, although passive in form. However, **gone** and **come** are participles of an intransitive verb.

It is sometimes quite difficult to decide whether a word is an adjective in the predicate, or a past participle forming part of a verb in the passive voice. In "The lady is accomplished," **accomplished** is an adjective. In "The work is accomplished," **is accomplished** may be a verb in the passive voice. In "The grounds were ornamented with beautiful trees," we cannot decide how to dispose of **ornamented** until we know what the speaker meant when he used the sentence. If he answered the

question, "What was done with the beautiful trees?" the verb is passive; but if he answered the question, "Why do you prefer that home?" **ornamented** is an adjective. "Why do you use pencil and paper?" Answer: "My slate is broken." **Broken** is an adjective, expressing the condition of the slate. "What did the bad boy do?" Answer: "My slate was broken by him." **Was broken** is a verb in the passive voice.

Of course, the past participle in the passive voice (if parsed by itself) always has the construction of an adjective, modifying the subject. This is different, however, from saying that it is a simple adjective.

6. Name the voice of the verbs (including infinitives and participles) in these sentences:

1. The editor has been writing a book.
2. The story written by Scott was read by thousands.
3. Be chosen.
4. Be quiet.
5. The student ought to have been studying.
6. The student ought to have studied.
7. The lesson should have been studied.
8. The criminal ought to have been punished.
9. A belted knight can be made by a king.
10. The book is torn.
11. The witness, having been sworn, began to testify.
12. The witness, having sworn to tell the truth, began to testify.
13. Our labors being completed, we returned.
14. They are gone.
15. Its wings were curiously mottled and striped with various colors.

LESSON XXX.

VERBS — MODE.

1. Mode is that form or use of the verb which shows the manner in which the action or being is expressed.

Notice that the definition says "**form** or use of the verb." By most late grammarians mode is held to be a form of the verb rather than the manner in which the action is expressed. Thus, "go," "you shall go," "you must go," all express about the same idea, but three different modes are used, because three different forms are used.

2. The Indicative Mode is used to assert a fact or an actual existence. It is also used in asking questions.

3. The Potential Mode asserts the power, necessity, liberty, or possibility of action or being. This mode may be used in asking questions.

Some authors claim there is no potential mode, but if mode is a form of the verb, there will be a potential mode as long as **may, can, must, might, could, would,** and **should** are used.

4. The Imperative Mode is used to express a command, a request, or an entreaty.

5. The imperative mode is conjugated only in the second person, but it may be found in either the first or the third person; as —

1. Turn **we** aside and rest awhile.
2. Be **it** resolved by this society.
3. Blessed be **he** that first invented sleep.

6. The Subjunctive Mode asserts an uncertainty, a wish, or a supposition.

7. The subjunctive is sometimes used in expressing a wish; as, "Would that my father were here."

In this sentence **would** is a transitive verb, and **were** is subjunctive past, but denotes present time.

8. The subjunctive mode has but one tense, the present. In the verb **be** two subjunctive tenses are found, the present and the past.

Probably authors differ more in their discussion of the subjunctive mode than in the discussion of any other part of grammar. Some give this mode six tenses, some four, some three, some two, and some only a small piece of a tense.

In the classic languages, mode is a change of form; that is, the verb has a different form for the different modes. Some grammarians adhere to this principle in English, while others claim that mode is a change of meaning, not a change of form.

If we examine the verbs in the sentences, "I had gone," and "If I had gone," we shall find that the verbs are the same, and that the difference is made by the little word **if**. Now, as **if** is not part of the verb, some say the verb in both sentences is in the same mode, the indicative. I believe this is the correct view of the matter. It certainly has the merit of simplicity.

Taking the view that mode is a change of form, there are but two subjunctive forms in each verb (except the verb **to be**): "If thou go," and "If he go." These are both in the present tense, singular; but, as not all persons and numbers of the tense are included, we can correctly say there is only a piece of a tense in the subjunctive. If we drop the **if** in the above sentences, **go** in the first must be changed to **goest,** and in the second to **goes.**

"If he walks" is indicative, and "If he walk" is subjunctive. The **s** is omitted from the subjunctive because the auxiliary **shall** or **should** is understood. "If he walk" means "If he shall (or should) walk." The subjunctive present denotes future time, and should not be used to denote present time. "If it rains" is indicative present, and denotes present time. "If it rain" is subjunctive present, and denotes future time.

In the verb **to be** there are two subjunctives: "If I be," and "If I were." The first is called present tense, but denotes

future time; the second is called past tense, but denotes present time. As the passive voice always has in it some form of the verb **to be**, verbs in the passive voice can have two subjunctives, a present and a past; as, "If I be seen," and "If I were seen."

Therefore, if in the present tense, active voice of a verb, we drop the **et** or **est** from the second person singular (solemn style), and the **s** from the third person singular, we shall have all the subjunctive forms to be found in the active voice. If we prefix the two subjunctive tenses of the verb **be** (as given in the conjugation, Grade Seven) to the past participle of a transitive verb, we shall have all the subjunctive forms to be found in the passive voice.

9. The following is the conjugation of the verb **love** in the subjunctive:

ACTIVE VOICE.

PRESENT TENSE.

2. If thou love. 3. If he love.

This tense denotes future time.

PASSIVE VOICE.

PRESENT TENSE.

Singular.	*Plural.*
1. If I be loved,	1. If we be loved,
2. If you be loved,	2. If you be loved,
3. If he be loved;	3. If they be loved.

This tense denotes future time.

PAST TENSE.

1. If I were loved,	1. If we were loved,
2. If you were loved,	2. If you were loved,
3. If he were loved;	3. If they were loved.

This tense denotes present time.

10. Write a sentence having a verb in the subjunctive—

1. Active, present.
2. Passive, present.
3. Passive, past.
4. Passive, expressing future time.
5. Passive, expressing present time.

LESSON XXXI.

VERBS—TENSE.

1. Tense is that form or use of the verb that shows the time of an action or being.

Notice that the definition says "form or use of the verb." Tense does not always mean time. In the indicative mode the time names the tense, but in the potential mode the form names the tense. "I could read" is called past tense, but the time is always present or future. In old English, **might, could, would,** and **should** meant past time, and we have retained the old names, but the meaning has been changed.

2. The Present Tense denotes present time.

3. The Present-Perfect Tense expresses action or being as completed at the present time.

4. The Past Tense denotes past time.

5. The Past-Perfect Tense expresses action or being as completed at some past time.

6. The Future Tense denotes future time.

7. The Future-Perfect Tense expresses action or being as completed at some future time.

8. When we speak of a past action or event, and no part of the time in which it took place remains, we should use the past tense; but if there still remains some portion of the time in which it took place, we should use the present-perfect tense. Examples:

1. Science has made great advancement this century.
2. Many battles were fought during the eighteenth century.

3. I have been reading this morning. (It is not yet noon.)
4. I read this morning. (It is past noon.)

9. When two past actions or events are referred to, one of which must have occurred before the other, this sequence of time must be observed in the use of the tenses. Examples:

1. I went, but I have returned.
2. After Lee had been defeated at Gettysburg, he retreated into Virginia.
3. Napoleon reigned one hundred days after he had returned from the island of Elba.

10. Statements always true or always false should be expressed in the present tense; as —

1. Galileo believed that the earth **moves.**
2. Our fathers asserted that all men **are** created equal.

11. The Progressive Form of the verb is that which represents the action as in progress; as, "I am writing."

1. The progressive form of any verb is made by placing before its present participle the various modes, tenses, persons, and numbers of the verb **to be.**
2. Since the progressive form always ends with the present participle, and the passive always ends with the past participle, it follows that the progressive form is in the active voice.

12. The Emphatic Form of the verb is that in which the assertion is expressed with emphasis; as, "I do write."

1. The emphatic form is made by prefixing the present or past tense of **do** to the simple form of the verb.

2. This form is used in the present and past indicative, and the present subjunctive, active voice, and in the imperative, both active and passive.
3. The emphatic form is often used in asking questions; as, "Does he write?"

13. In some grammars the past tense, progressive form, is called the Imperfect (not finished) Tense; as, "He **was walking.**"

14. Sometimes a progressive form is used in the passive voice; as, "The house is being built;" "The lesson was being recited."

Some authors object to such forms, and prefer to use the active progressive; as, "The house is building." In these examples, it is better to use the passive form (cumbersome as it is) than the active. A few active forms have become so common that they can claim the sanction of good usage; as, "Wheat is selling for a dollar a bushel."

LESSON XXXII.

VERBS—REVIEW.

1. Correct where necessary, and parse the words in black letter.

1. **Be** it **known** to all men.
2. Corn is gathering all over the country.
3. I have built three houses last year.
4. I built three houses this year.
5. After we visited Paris we returned to the United States.
6. It was proved years ago that the air had weight.

2. Write a synopsis of **see,** progressive form.

3. Write a synopsis of **go,** emphatic form.

4. Write a sentence containing a verb—

1. In the imperative mode, first person.
2. In the imperative mode, third person.
3. In the potential mode, expressing present time, but not in the present tense.

5. Write a sentence referring to two past events, one happening before the other.

LESSON XXXIII.

VERBS—Continued.

1. A verb is sometimes combined with a preposition; as, "This **must be attended to.**"

This combining does not often occur in the active voice. In "The mayor must attend to this matter," **to** is a preposition, and **attend** is intransitive. In "This matter must be attended to by the mayor," **to** is part of the verb, and **must be attended to** is a compound verb, transitive, passive. The verb **attend** will not take an object in the active voice, and is passive only with the aid of the preposition.

Other examples are:

1. He was laughed at by the boys.
2. The property was taken possession of. (Better: "Possession was taken of the property.")
3. The carriage has been sent for.
4. That should have been thought of.

These verbs may be called compound verbs.

2. A Compound Verb is a verb combined with a preposition.

Sometimes another part of speech besides a preposition is used, as in the second sentence in paragraph 1.

3. Parse the words in black letter:

1. He **was** well **taken care of.**
2. The actor **was looked at** by thousands.
3. The philanthropist **was spoken to** by many whom he had aided.
4. The concert **was** well **spoken of.**
5. The elephant's keeper **was trodden on** by the enraged animal.

4. Correct where necessary, and diagram these sentences:

1. If he be here, ask him to come.
2. Though he were industrious and economical, he did not become rich.
3. If my friend was now present, I should be satisfied.
4. If the snow were four feet deep, it would not prevent his going.
5. Night, sable goddess! from her ebon throne,
 In rayless majesty now stretches forth
 Her leaden scepter o'er a slumbering world.
6. He is but a landscape painter,
 And a village maiden she.
7. Stone walls do not a prison make,
 Nor iron bars a cage.

5. Write two sentences, each having a compound verb.

LESSON XXXIV.

SHALL, WILL; SHOULD, WOULD.

1. Although in the more common uses of these words the observing student will have little difficulty in selecting the correct one, in some cases it is difficult to determine which one should be used. This difficulty arises from the fact that good writers do not agree in their use. Where one good writer will use **would,** you can find another, equally as good, using **should.**

2. The primary meaning of **will** is purpose or determination, and the primary meaning of **shall** is obligation. **Shall** in the first person and **will** in the second and third simply foretell. **Will** in the first person expresses determination. **I will go** means that I am determined to go. **Shall** in the second and third persons means an obligation not controlled by the subject, but by some external influence. **You shall go** means that the act of going is not controlled by yourself. **You shall not assist me** means that you will be prevented by some one.

3. In interrogative sentences, **shall** denotes that the subject is under some external influence, and **will** denotes that the act is controlled by the subject. "Shall you be there?" might be answered by "Yes, if I am not prevented by circumstances." "Will you be there?" might be answered by "No, I do not care to go."

4. **Should** and **would** follow in general the same rules as **shall** and **will. Would** is often used to express a strong wish; as, "Would that I were at home!"

5. The following is from another author:

When a person *foretells* for himself [expresses intention], or simply announces what is to happen, *shall* is used with a subject in the first person; as —

1. *I shall* start in the morning.
2. *We shall* see you again to-morrow.
3. When *shall we* have fair weather again?

But when a person foretells for another [indicates another's intention], or announces what is to happen to him, *will* is used with a subject in the second or third person; as —

1. I am sure *you will* help me.
2. *He will* stay in Chicago a month.
3. *They will* be in town next week.

When a person *determines* for *himself*, *will* is used, and the subject is in the first person; as —

1. I *will* help you to-morrow.
2. We *will* attend to the matter very soon.

But when a person *determines* for another, *shall* is used, and the subject is in the second or the third person; as —

1. You *shall* obey me.
2. He *shall* not go with us.

In interrogative sentences, *shall* is used with a subject in the first or the second person to indicate mere intention [probability] on the part of the one of whom the question is asked; as —

Shall I hear from you soon?
Shall you be in your office to-morrow?

But *will* is used with a subject in the second person when the question partakes of the nature of a *request;* as —

Will you be in your office to-morrow?

SHOULD AND WOULD.— *Should* and *would* are the *past tenses* of *shall* and *will*, and the same principles are applied in their use as to the present [future] tense.

6. The following is from Richard Grant White:

To my readers I shall venture to say that if they express hoping and wishing and the like with *will* and *would*, and command, demand, and mandatory desire with *shall* and *should*— for example, "I hope that Mrs. Unwin will invite them to tea," and "I wish that Mrs. Unwin would invite them to tea;" but "He commands that Mrs. Unwin shall invite them to tea," and

"He desired that Mrs. Unwin should invite them to tea;" and, impersonally, "It is wished that no person shall leave his seat," and "it was requested that no persons should leave their seats" — they will not be far from right.

7. The following uses of **shall, will, should,** and **would** are correct.

1. I fear we shall have rain.
2. I fear he will neglect his business.
3. I shall enjoy the visit.
4. It is requested that no one shall leave the room.
5. I shall be obliged to discuss this subject.
6. Where shall you be next week?
7. When shall you go?
8. It was intended that the army should march the next day.
9. We should be happy to see you.
10. I told him to stay, but he would come.
11. Shall I put some coal on the fire?
12. Should we hear a good lecture if we should go?

8. Fill each of these blanks with **shall, will, should,** or **would,** and give reasons:

1. He knew who —— betray him.
2. What —— I do?
3. When —— we finish this book?
4. I —— pay him to-day, if he —— demand it.
5. We —— be pleased, if you —— favor us.
6. He was afraid that he —— not succeed.
7. It —— probably rain to-day.
8. —— he be allowed to go on?
9. If we —— go to the concert, —— we hear good singing?
10. —— that Crete were free!
11. We —— then be obliged to give up.
12. —— I find you here when I return?
13. I fear I —— be too late for the train.
14. —— he be censured for such conduct?

LESSON XXXV.

VERBS — Continued.

1. It is sometimes difficult to determine whether a collective noun should have a singular or a plural verb to agree with it.

In many cases the idea in the mind of the speaker will decide this question.

Collective nouns denoting persons are more frequently considered plural than those denoting things. It is better to say "The public are invited" than to say "The public is invited."

If the individuals perform the act separately, or in groups, it is better to have the verb plural; as, "A number of soldiers (at various times) have passed to-day, and the number at the fort is becoming large."

2. When a verb has two subjects taken separately, differing in number, the verb agrees with the subject nearest.

In such cases it is better to place the plural subject nearest to the verb; as, "Neither the captain nor the soldiers have arrived."

3. When a verb has for its subject personal pronouns differing in person, the first person should be next to the verb, the second person farthest from the verb, and the third person between the other two; as, "You, he and I are ready."

If these subjects are taken together, the verb should be third, plural; but if the subjects are taken separately, the verb should agree with the nearest subject; as, "You, he or I am in the wrong"; "You or he is to blame."

Some authors claim that it is better to give each subject its own verb; as, "You are to blame, or he is."

4. In such sentences as "John and his sister too is going," or "John and his sister also is going," the verb should be singular.

It will be observed that the speaker does not intend to convey the information that two are going. The hearer already knows that John is going, and the speaker adds that his sister is going also.

5. When two singular subjects connected by **and** are in apposition, the verb is singular; as, "The philosopher and statesman has gone."

The same is true when the subjects are not in apposition, if the latter is added to make the former more emphatic; as, "The head and front of my offense is this."

6. Often the number of the verb depends on the idea in the mind of the speaker rather than on the words he uses; as —

1. Why is dust and ashes proud?
2. Seven hours is a long time to wait for a train.
3. Six dollars and seventy-five cents is too much.

In the first sentence, the speaker had in mind **man**, although he said "dust and ashes."

In the second sentence, the seven hours are thought of as one continuous period of time.

In the third sentence, the dollars and cents are thought of as one price.

7. As a rule, the phrase modifying the subject has no influence in determining the number of the verb, but in some cases it has. This is especially true when the subject is a fraction.

1. Nine-tenths of the men **were** lost.
2. Nine-tenths of the wheat **was** lost.

Both of the preceding are correct. In the first, **men** is a noun of multitude (composed of individuals), while in the sec-

ond, **wheat** is a noun of magnitude (bulk). In like manner we have "Two-thirds of the water **is** unfit to drink," and "Two-thirds of the apples **are** rotten."

8. The verb **need,** when followed by **not,** forms the third person singular without adding **s**; as, "He need not go."

The verb **dare** is sometimes used in the same manner; as, "The prisoner dare not speak."

9. Write at least two sentences to illustrate each of the first seven paragraphs of this lesson.

LESSON XXXVI.

Correct where necessary:

1. Neither he nor you was there.
2. To reveal secrets or to betray one's friends is perfidy.
3. Eight horses is no part of twelve cows.
4. Eight is what part of twelve?
5. There was not a little tact and shrewdness in the transaction.
6. He and his father were on the lost steamer.
7. He and his father too were on the lost steamer.
8. He as well as his father were on the lost steamer.
9. One or more names are omitted from the list.
10. Seven-eighths of the pupils are girls.
11. Three-fourths of his hair are gray.
12. Two hundred bushels of potatoes are often raised from one acre of ground.
13. Forty bushels of wheat is sometimes obtained from one acre of ground.
14. Six dollars a week are all that he earns.
15. The guidance of a father as well as the love of a mother is wanting.
16. Are either of you going to the postoffice?

17. A train or two have already arrived.
18. He is such a genius that he needs not study.
19. This is one of the books that give me pleasure.
20. Not you, but I, am to blame.
21. No one but his friends understand his disposition.
22. If this man was a competent critic, he would understand my poem better.
23. Do you think we will have rain?

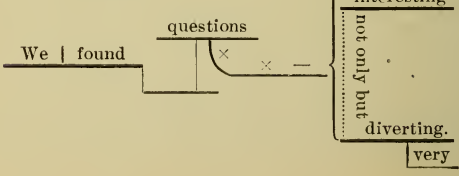
LESSON XXXVII.

I. Correct where necessary, and parse the verbs:

1. To thine own self be true,
 And it must follow, as the night the day,
 Thou canst not then be false to any man.
2. Though He slay me, yet will I trust Him.
3. If he is a scholar, he is not a gentleman.
4. Had you come earlier, you could have seen him.
5. Whether he be poor or rich, he shall be punished for his crime.
6. Were he my own brother, I should not excuse his fault.
7. Although he is my brother, I would not trust him.
8. Unless a farmer sow, he must not expect to reap.

Notice that when a sentence begins with the subordinate clause, the pronoun will be in the principal clause, and the antecedent in the subordinate clause.

9. I wish that he was wealthy.
10. We not only found the questions easy, but very diverting.



Questions is the objective subject of **to be** understood. **Not only but** are all taken taken together as one conjunction.

11. The knowledge of why they exist must be the last act of favor which time and toil will bestow.

2. Diagram the preceding sentences.

LESSON XXXVIII.

INFINITIVES AND PARTICIPLES.

1. The infinitive is sometimes used independently; as, "To tell the truth about the matter, I was not paying attention."

2. Not all infinitives are parsed as having subjects.

In "I have a book to read," **to read** is parsed as having the construction of an adjective, and nothing is said about its subject.

3. The infinitive has the construction of an adjective, when it has an objective subject.

In "I want my watch to run," **watch to run** is the object of **want, watch** is the objective subject of **to run,** and **to run** has the construction of an adjective, modifying **watch.** True, sometimes it is rather difficult to see the adjective nature in such infinitives, but I believe it is always there. "I want my watch to be a **to run** watch"—a **running** watch—not a **to stop** watch. Many authors agree with this, but some excellent authors say that **to run** is a noun, the object of **want;** it is not the **watch** I want so much as it is the **running** I want. There are arguments and authorities for both views.

4. In GRADE SEVEN it was stated that the names **present** and **present-perfect,** as applied to infinitives, do not have reference to the time expressed by the infinitive, but to its form. The time of the pres-

ent infinitive is the same as that of the finite verb in the same sentence, and the time of the present-perfect infinitive is previous to that of the finite verb.

You will often hear such expressions as "I hoped to have gone." Now, the finite verb **hoped** expresses past time, and, in accordance with the preceding rule, the present-perfect infinitive expresses time previous to the time the hoping was done; but we know that when the **hoping** was done the **going** had not yet been done. The sentence should be "I hoped to go."

5. Participles do not have the construction of adverbs, although they sometimes seem to modify the predicate.

In "The Indians ran screaming in pursuit," **screaming** has the construction of an adjective (in the predicate), modifying **Indians**, but in sense it seems to modify **ran**. The same is true in "He came running to me." **Running** is an adjective, belonging to **he**, although it appears to tell the manner in which he came.

In the classic languages, participles always have the construction of adjectives, and have the same gender, number, and case as the nouns or pronouns to which they refer.

6. When a participle is preceded by the article **the**, it seems to become a mere noun, and will take neither an object nor an adverb modifier.

We can say, "By reading good books we improve the mind." **Books** is the object of **reading**. But if we insert **the** before **reading**, we must use a preposition to govern **books**; as, "By the reading of good books we improve the mind." We can say "By walking rapidly," but we cannot say "By the walking rapidly."

7. A participle having the construction of a noun is, by some authors, called a Gerund.

When a participle becomes a mere noun (see paragraph 6), or has the construction of an adjective, it is not a gerund.

8. Write a sentence having a participle with the construction of —

1. An adjective, not in the predicate.
2. An adjective, in the predicate.
3. A noun, having an object.
4. A noun, having an adverb modifier.
5. A noun, preceded by **the.**
6. A noun, used as subject.
7. A noun, used as object of a verb.
8. A noun, used as object of a preposition.

9. Write one sentence for each of the constructions mentioned in paragraph 8 (except the 5th), using infinitives instead of participles.

10. Write a sentence containing an infinitive used —

1. Independently.
2. As an adverb, modifying a verb.
3. As an adverb, modifying an adjective.
4. As an adverb, modifying an adverb.

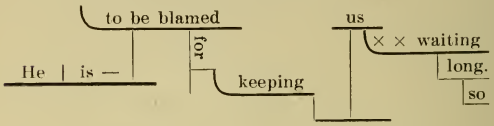
LESSON XXXIX.

INFINITIVES AND PARTICIPLES — Continued.

1. Parse the infinitives and participles in these sentences:

1. Learn to labor and to wait.
2. It is impossible to advance rapidly.
3. He dislikes being falsely accused.
4. John Brown's body lies mouldering in the tomb.
5. We expected him to come. (The object of **expected** is **him to come. To come** has the construction of an adjective, modifying **him.**)
6. I know him to be an honest man.
7. I was opposed to his teaching the class.

8. I heard him reproved. (**Him** is not the object of **heard.**)
9. I heard him recite the lesson.
10. He is to be blamed for keeping us waiting so long.



To be is understood before **waiting,** forming the progressive form of the present infinitive.

11. His having failed is not surprising.
12. His desire to teach is gratified.

2. Diagram the preceding sentences.

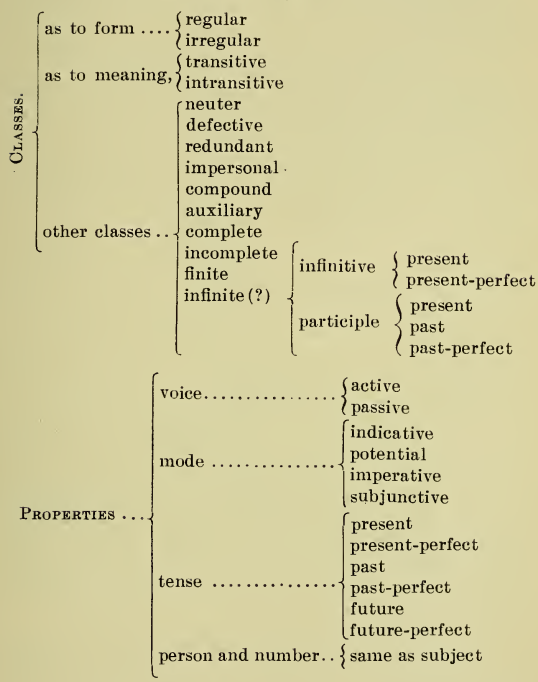
LESSON XL.

Analyze and diagram these sentences:

1. It is not always easy to make ourselves what we wish to be.
2. Many persons think it is not wrong to lie to escape punishment.
3. We are commanded to love our enemies.
4. I know how to write a letter.
5. To obey is better than to be punished.
6. Hope comes with smiles the hour of pain to cheer.
7. We could feel the earth tremble beneath our feet.
8. By doing nothing, we learn to do ill.
9. He soon began to be weary of having nothing to do.
10. By endeavoring to please all, we fail to please any.
11. The teacher being sick, school was dismissed.
12. The jury having been sworn, the trial proceeded.
13. Our lessons having been recited, we came home.
14. Having recited our lessons, we came home.
15. Hope deferred maketh the heart sick.
16. The rain having ceased, we saw a rainbow.
17. To see you here on such a day surprises me.

LESSON XLI.

1. The following is the outline of the verb:



2. Write an essay on "The Verb," using the outline just given.

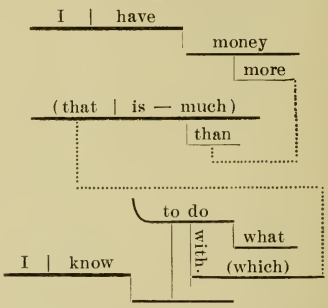
LESSON XLII.

Diagram these sentences, and parse the infinitives and participles:

1. "Let me make the ballads of a nation," says Fletcher, "and I care not who makes the laws."

The clause, **who makes the laws,** is the object of a preposition understood. **Care** is intransitive.

2. How glad I am to see you again!
3. I have more money than I know what to do with.



4. For a man to give his opinion of what he sees but in part, is an unjustifiable piece of rashness and folly.

The phrase **man to give,** etc., is the object of **for.** Some authors call **for** merely an introductory word in such sentences.

5. If you do not wish a man to do a thing, get him to talk about it.
6. Imperial Cæsar, dead and turned to clay,
 Might stop a hole to keep the wind away.
7. Sorrow's crown of crowns is remembering happier things.

Is remembering should not be parsed together as the progressive form of the verb. **Remembering** has the construction of a noun.

8. It is a custom more honored in the breach than in the observance.
9. The tree of liberty grows only when watered by the blood of tyrants.
10. Better to love amiss than nothing to have loved.
11. A sorrow shared is halved; a joy divided is doubled.
12. The auditorium is capable of seating three thousand people.
13. A persecutor who inflicts nothing which he is not ready to endure deserves some respect.
14. A mountain rises there, called Ida, joyous once with leaves and streams, deserted now like a forbidden thing.
15. Some poets, before beginning to write a poem, wait to be inspired.

LESSON XLIII.

ADVERBS.

1. An Adverb is a word used to modify a verb, an adjective, or an adverb.

2. According to their office in the sentence, adverbs are divided into three classes: Simple, Interrogative, and Conjunctive.

3. A Simple Adverb simply modifies the word with which it is used.

4. An Interrogative Adverb is one used in asking a question.

5. A Conjunctive Adverb is one that modifies a word in a dependent clause, and also connects that clause with the independent clause.

6. A Relative Adverb is a conjunctive adverb joining an adjective clause to the independent clause; as—

1. This is the place where (in which) the hero fell.
2. He lived in the land where the orange grows.
3. The Indians were driven to the reservation whence they came.

It will be noticed that a relative adverb is equivalent to a preposition with a relative pronoun for its object.

7. A conjunctive adverb modifies only one word, and that word is in the dependent clause.

It is often stated that a conjunctive adverb sometimes modifies two words, one in each clause, but it is much better to consider the entire dependent clause as the modifier of the word in the independent clause.

8. The words usually conjunctive adverbs are not always such.

In "I do not know where he lives," **where** is not a conjunctive adverb. It is an interrogative adverb in an indirect question, and modifies **lives.**

9. A Modal Adverb is one that describes the manner of making the expression; that is, whether it is made affirmatively, negatively, certainly, doubtfully, etc. They are divided into—

1. Those of reasoning; as, **hence, therefore.**
2. Those of affirmation; as, **certainly, indeed.**
3. Those of negation; as, **not, nowise.**
4. Those of doubt; as, **possibly, perhaps.**

10. According to their meaning, adverbs are divided as follows:

1. Adverbs of Place.
2. Adverbs of Time.
3. Adverbs of Number.
4. Adverbs of Manner.

5. Adverbs of Degree.
6. Adverbs of Cause.
7. Adverbs of Affirmation and Negation.

11. The adverbs **yes, no, amen,** etc., sometimes modify an entire clause or sentence.

12. The words **to-day, to-night, to-morrow,** etc., though usually called adverbs, are nouns in the objective case without a governing word.

13. Sometimes it is difficult to decide whether a verb should be followed by a predicate adjective or an adverb modifier. The following sentences are correct:

1. The milk tastes sour.
2. The speaker's voice sounded shrill.
3. We arrived safe.
4. The grass looks fresh and green.
5. He appeared prompt.
6. He appeared promptly. (What difference in the meaning of these two sentences?)
7. I feel very bad.
8. The young lady looks sad.

In such sentences, when the word following the verb is used to express the condition of the subject, it should be an adjective. In the third sentence, **safe** does not tell the manner of our arriving, but our condition after we had arrived.

14. Write a sentence containing —

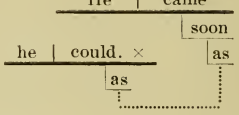
1. A simple adverb.
2. An interrogative adverb.
3. A conjunctive adverb.
4. A relative adverb.
5. A modal adverb.
6. An interrogative adverb in an indirect question.
7. An adjective in predicate, denoting condition.

LESSON XLIV.

REVIEW.

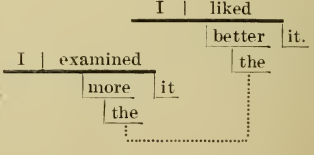
1. Such expressions as **as long as, as soon as,** etc., are not to be taken together as conjunctions.

"He came as soon as he could." **Soon** is an adverb, modifying **came**; the first **as** is an adverb of degree, modifying **soon**; the second **as** is a conjunctive adverb, modifying **could (come)**, and connects the subordinate clause to the first **as.** The subordinate clause is an adverb clause of degree, modifying the first **as.** In "He reads as well as he writes," **as well as** is parsed just as **as soon as** in the preceding sentence. In "He, as well as his sister, is expected," **as well as** is parsed as a conjunction.



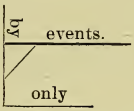
2. The word **the** is sometimes a conjunctive adverb.

In "The more I examined it, the better I liked it," the principal clause is "I liked it the better." **Better** is an adverb, modifying **liked.** The first **the** is a conjunctive adverb, modifying **more** and connecting the dependent clause to the second **the; more** is an adverb of degree, modifying **examined**; the second **the** is an adverb of degree, modifying **better**; the dependent clause, "I examined it the more," is an adverb clause of degree, and modifies the first **the.**



3. An adverb sometimes modifies a preposition or a phrase.

1. Fools judge only by events.



2. The guard stood just below the gate.
3. The dogs were beaten nearly to death.
4. The sun shines even on the wicked.
5. The speaker went entirely beyond the limits of courtesy.

4. An adverb is sometimes used as a noun; as—

1. Since **then** he has been at home.
2. Until **now** we have been contented.

5. Write a sentence having—

1. **As** used as a conjunctive adverb.
2. An adverb modifying a preposition.
3. An adverb modifying a phrase.
4. **The** used as a conjunctive adverb.
5. **Where** as an interrogative adverb in a direct question.
6. **Where** as an interrogative adverb in an indirect question.
7. **Where** as a conjunctive adverb, joining an adverb clause to the independent clause.
8. **Where** as a relative adverb.

6. Write sentences, using each of the words in the left column as an adjective after a copulative verb, and other sentences, using each of the words in the right-hand column as an adverb:

well	well
careful	carefully
bad	badly

remarkable	remarkably
friendly	kindly
tolerable	tolerably
prompt	promptly
sweet	sweetly

In using the above list of adjectives, do not use the verb **be** in all the sentences, but use a different copulative verb for each sentence, if possible.

LESSON XLV.

PREPOSITIONS AND CONJUNCTIONS.

1. A Preposition is a word that shows the relation of its object to the word the phrase modifies.

2. In such sentences as "He came from over the sea," **from over** is usually called a compound preposition, having **sea** for its object. **From** can be considered a simple preposition, having the phrase **over the sea** as its object.

3. The preposition is frequently incorrectly omitted; as, "The ball is the size of an orange."

As the sentence reads, **size** is a predicate noun, and must therefore mean the same thing as the subject, **ball.** But the ball is not **size**; it has size, and is large or small. The sentence should read, "The ball is of the size of an orange." The phrase, "of the size," is an adjective phrase in the predicate, and modifies **ball.**

Other examples are:

1. There is no use trying.
2. It was the length of my arm.
3. What use is this to him?
4. He is worthy better treatment.

4. Some authors call **as** a preposition in such sentences as "I like him as a teacher," and "He came as an ambassador."

It seems much better to me to call **as** in such sentences simply an introductory word. **Teacher** agrees with **him** in case, **ambassador** agrees with **he.** Even in "His reputation as a teacher is excellent," I believe **teacher** is in the possessive case, in apposition with **his.**

5. **Than** is sometimes called a preposition, but most authors agree that it is not.

In the sentence, "Than whom no one is wiser," **whom** is parsed as objective, used by a figure of speech for the nominative. I prefer to call **than** a preposition in this sentence, and to parse **whom** as its object. If we begin the sentence with the subject, the sentence will read, "No one is wiser than he (is)."

6. In such sentences as "Wheat is worth a dollar a bushel," some call **a** a preposition used in the same sense as the Latin **per.**

7. The correct preposition to be used after certain words can be learned only by observing good speakers and writers. A few examples are given:

accuse of, confide in, die of, differ from, founded on rely on.

8. A Conjunction is a word used to connect words, phrases, and clauses.

Sometimes a conjunction simply introduces a word or a clause.

9. According to their use, conjunctions are divided into coördinate and subordinate.

10. A Coördinate Conjunction is one that connects elements of equal rank.

1. **Copulatives** simply couple or join; as, **both, and, moreover,** etc.
2. **Alternatives** (disjunctives) denote separation, or a choice between two; as, **or, either, neither, nor,** etc.
3. **Adversatives** denote something opposed or **adverse** to what has been said; as, **but, still, yet, however, notwithstanding,** etc.
4. **Illatives** denote effect or consequence; as, **therefore, wherefore, hence, consequently, accordingly, thus, so that, then,** etc.

11. The words, phrases, or clauses connected by a coördinate conjunction should be similar in form.

1. He is good and wise; not, He is good and full of wisdom.
2. He came cheerfully and promptly; not, He came cheerfully and with promptness.
3. Did they go skating or riding? not, Did they go skating or to ride?

12. Improve these sentences:

1. He did not remain to pray, but for scoffing.
2. Like signs give plus, but unlike signs will produce minus.
3. They lived together in peace and quietly.
4. Thanking you for your kindness, and I hope to hear from you soon, I am yours truly.
5. Great and full of power art Thou, O Lord!
6. Faithfully and with earnestness he tried to perform the task.

When verbs are connected by coördinate conjunctions, they generally have the same form of conjugation, and are in the same mode and tense; as—

Did he not tell me his fault and ask me to forgive him?

(Incorrect; both verbs should have the emphatic form. Correct: "Did he not tell me his fault and ask," etc.)

When different modes and tenses are connected, it is better to repeat the subject; as, "He went, but (he) may return.

13. A Subordinate Conjunction is one that connects elements of unequal rank.

14. The word **or** is not a connective when it introduces an appositive, or explanatory word.

1. Cash or credit is necessary. (A connective.)
2. The Iron Duke, or Wellington, commanded the English and Prussians at Waterloo. (Not a connective.)

In the second sentence, **or** is merely introductory, and can be omitted. When **or** is thus used, I think it ought to be preceded by a comma, but authors do not agree in doing so.

15. Write two sentences in which —

1. A preposition is incorrectly omitted.
2. Some authors would call **as** a preposition.
3. The two uses of **or** are illustrated.
4. Write a sentence having a prepositional phrase as the object of a preposition.

16. Write a sentence containing —

1. An adversative conjunction.
2. An illative conjunction.
3. Alternative conjunctions.

LESSON XLVI.

CORRELATIVES.

1. Two conjunctions, a conjunction and an adverb, or two adverbs, are often used in pairs. They are then called **Correlatives.** The following are the principal correlatives:

Neither—nor. It neither rains nor snows.
Either—or. Either Spain or Cuba is to blame.
Both—and. She both reads and writes.
Though—yet. Though he was rich, yet he was a miser.
As—as. He is as tall as I am.
As—so. As he thinks, so he speaks.
So—as. She is not so wise as her sister.
So—that. The lesson is so long that I cannot get it.
Whether—or. Whether he goes or remains is uncertain.
Not only—but also. The climate is not only healthful, but also pleasant.

As if, as well as, but likewise, notwithstanding that, and some other combinations, are not correlatives. They should be parsed as one word.

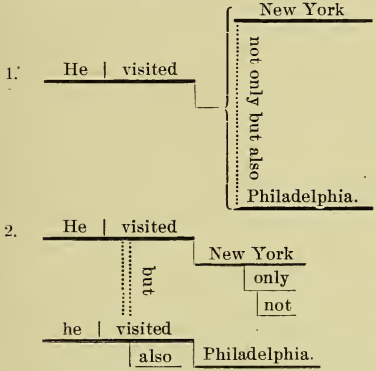
2. Care should be taken to select appropriate correlatives, and to place them where they belong.

Correct the following:

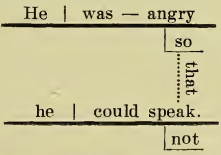
1. He will neither go or send anyone.
2. Nothing either strange nor interesting occurred.
3. He was not only considered a statesman, but also an orator.
4. Both he works and plays.
5. He not only visited New York, but also Philadelphia.
6. Though he has a bad reputation, so I will trust him.
7. He was as angry that he could not speak.

8. Wood is not as durable as iron. (**So** and **as** are the proper correlatives in negative sentences.)
9. Is this so good as that?
10. He is not qualified for either teaching mathematics or language.
11. I shall neither depend on you nor on him.
12. Some nouns are either used in the singular or the plural.
13. Gold is both found in California and Colorado.

3. Notice these diagrams:



Of these two diagrams, I prefer the first.



Either or, neither nor, whether or, both and, and some other correlatives, should be diagrammed and parsed as simple conjunctions.

4. Diagram the sentences in paragraph 2.

LESSON XLVII.

CORRELATIVES—Continued.

1. The Comparative Degree, and the words **other, rather, else,** and **otherwise** are generally followed by **than.**

2. Examine these sentences:

1. Gold is heavier, but not so useful, as iron.
2. I never have and never will vote for such a man.

The first sentence means "Gold is heavier as iron, but not so useful as iron." This is incorrect, because **as** should not follow the comparative **heavier.** The sentence should read, "Gold is heavier than iron, but not so useful."

The second sentence means "I never have **vote** and never will vote for such a man." This is incorrect, because the past participle **voted** should be used with **have.** The sentence should read, "I never have voted for such a man, and never will."

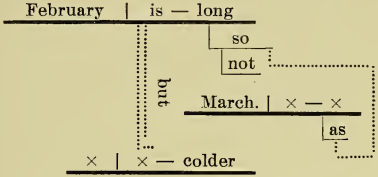
3. Correct the errors in these sentences:

1. February is not so long, but colder than March.
2. February is colder, but not so long, as March.
3. I always have, and always will be, an early riser.
4. He ought and will go this evening.
5. Napoleon could not do otherwise but to retreat.
6. The visitor was no other but the Colonel.
7. That house is preferable and cheaper than the other.
8. Such behavior is nothing else except disgraceful.
9. This is different but better than the old.
10. The artist went and remained in Italy a year.

4. Use each pair of the following correlatives in a sentence:

both—and,	either—or,	neither—nor,
whether—or,	though—yet,	so—that,
as—as,	as—so,	so—as.
such—as,	not only—but also,	

5. After the sentences in paragraph 3 have been corrected, diagram them.



LESSON XLVIII.

WORDS AS DIFFERENT PARTS OF SPEECH.

1. Since it is the use of a word in a sentence that determines its part of speech, it follows that many words may be used as different parts of speech. **Above,** for instance, can be used as four different parts of speech; as—

1. He lives above the bridge. (Preposition.)
2. The eagle soars above. (Adverb.)
3. The sentence above is correct. (Adjective.)
4. It comes from above. (Noun.)

2. Write a sentence using **all**—

1. As an adjective.
2. As an adjective pronoun.
3. As an adverb.
4. As a noun. (I have lost my **all.**)

3. Write a sentence using **before**—

1. As a preposition.
2. As an adverb.
3. As a conjunctive adverb.

4. Write a sentence using **but**—

 1. As a conjunction.
 2. As a preposition.
 3. As an adverb.

5. Write a sentence using **fast**—

 1. As a noun.
 2. As an adjective.
 3. As a verb.
 4. As an adverb.

6. Write a sentence using **since**—

 1. As a preposition.
 2. As an adverb.

7. Write a sentence using **that**—

 1. As an adjective.
 2. As an adjective pronoun.
 3. As a relative pronoun.
 4. As an introductory conjunction (introducing a subordinate clause).

8. Write a sentence using **till**—

 1. As a noun.
 2. As a verb.
 3. As a conjunctive adverb.

LESSON XLIX.

REVIEW.

1. Correct the errors and analyze these sentences:

 1. We should be careful, because each of us has our influence.
 2. Every one of you is expected to write his own essay. (**To write** has the construction of an adjective used as attribute complement.)

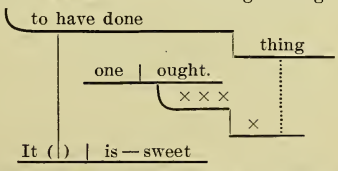
3. Us girls are getting up a tennis club.
4. Mathematics are very difficult for me.
5. Most persons behave very good in church.
6. Two thousand dollars were divided between the five heirs.
7. My work is most done, and I am tired. (Use **almost** whenever **nearly** may be used in its place.)
8. You will find me at home most any time.
9. The invalid is some better this morning. (Use **somewhat; some** is an adjective.)
10. Plato believed that the soul was immortal.
11. Columbus believed that the earth is round.
12. Pleasantly rose, next morn, the sun, on the village of Grand Pré.
13. Now is the winter of our discontent made glorious by the sun of York.
14. A British and Yankee vessel were sailing side by side.
15. No king was ever so much beloved by his subjects as King Edward.
16. I have heard that story of yours many times.

2. Diagram the preceding sentences.

LESSON L.

Correct the errors, and analyze these sentences:

1. Of all other poets, Longfellow is my favorite.
2. To dare is great, but to bear is greater.
3. Sweet it is to have done the thing one ought.



The infinitive **to have done,** with all its modifiers, is in apposition with **it.** After **ought, to have done which** is understood.

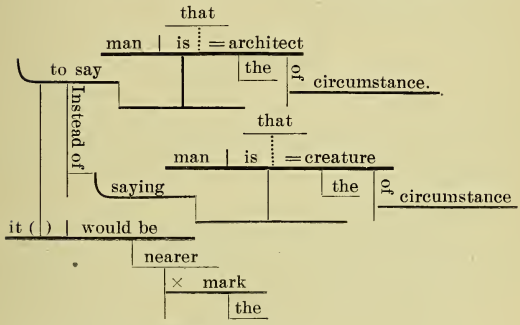
4. We always may be what we might have been.
5. We are made happy by what we are, not by what we have.
6. Rich gifts wax poor when givers prove unkind.
7. Honor or reputation are dearer than life.
8. The house stood on rather a narrow strip of land.
9. The remonstrance laid on the table.
10. Travel gives a man something else besides a few sights.
11. We had no other alternative but to go on.
12. I often think of William the Conqueror, who is only another name for tyranny.
13. James is not so tall but heavier than Frank.
14. Every word that men speak is not true.
15. I have always wished to be he.
16. On Linden, when the sun was low,
 All bloodless lay the untrodden snow.

LESSON LI.

Diagram these sentences, and parse the verbs, participles, and infinitives.

1. Talk not too much, nor of thyself.
2. He loves not other lands so much as that of his adoption.
3. It is not known how the Egyptians embalmed their dead.
4. The English language has undergone many changes since Shakespeare lived.
5. A few tattered huts stand among shapeless masses of masonry where glorious Carthage once stood.
6. A room hung with pictures is a room hung with thoughts.
7. The greatest luxury I know, is to do a good action by stealth and to have it found out by accident.
8. We venture to say that no poet has ever had to struggle with more unfavorable circumstances than Milton.

9. From the lowest depth there is a path to the loftiest height.
10. I was never less alone than when by myself.
11. What we truly and earnestly strive to be, that, in some sense, we are. (**What** is not a double relative here, because its antecedent is expressed.)
12. Do noble things, not dream about them all day long.
13. If I should neglect to use my right hand, it would forget its cunning. (The subordinate clause often precedes the principal clause.)
14. Instead of saying that man is the creature of circumstance, it would be nearer the mark to say that man is the architect of circumstance.



Some would call **nearer** an adjective.

LESSON LII.

1. In each of these sentences there is an adjective phrase used as attribute complement:

1. Europe was at war.
2. This lady is of royal blood.
3. Life is of short duration.
4. The passions of some men seem under no control.

5. The whole community is of the same opinion.
6. In slumbers of midnight the sailor-boy lay.

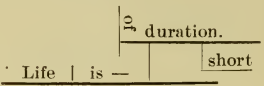
Many carelessly parse the phrases in the preceding sentences as adverb phrases.

Remember that a preposition shows the relation of its object to the word that the phrase modifies.

2. Write five sentences, each containing an adjective phrase used as attribute complement.

3. Parse the prepositions in the sentences given in paragraph 1.

4. Notice this diagram:



5. Diagram the sentences in paragraph 1.

6. Diagram these sentences:

1. That matter is very important.
2. That matter is of great importance.
3. The Whigs were then in authority.
4. Homonyms are considered among the most useful words of the language.
5. Double-dealers are seldom in favor with honest men.
6. The rioters were then in Paris.

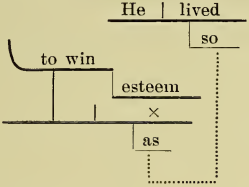
LESSON LIII.

DIFFICULT SENTENCES ANALYZED.

1. He lived so as to win the esteem of all his neighbors.

This is a complex sentence, of which "He lived so" is the principal clause, and "to win the esteem of all his neighbors"

is the subordinate clause. The predicate of the subordinate clause is understood, the full clause being "to win the esteem of all his neighbors (is, or requires)." The subordinate clause is an adverb clause, modifying the adverb **so.** **As** is a conjunctive adverb, modifying the predicate of the subordinate clause, and connecting the two clauses. (Some authors may call **as** a relative pronoun in this sentence.)

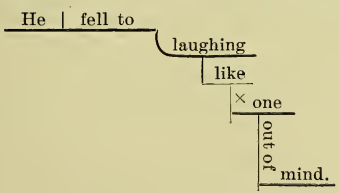


2. He fell in love.

Fell does not have its usual meaning here, but means nearly the same as **became.** **In love** is an adjective phrase, and forms part of the predicate.

3. He fell to laughing like one out of his right mind.

Fell to is a compound verb, used with the meaning of **began.** **Laughing** is the object of **fell to.** **Like** is an adverb, modifying **laughing.** **One** is the object of **to** or **unto** understood.



4. I am done.

This idiomatic expression is passive in form, but not passive in fact. **Done** is an adjective.

5. I am through eating.

Through is an adjective, used as **done** in the preceding sentence is used. **Eating** is the object of a preposition (with) understood.

6. It was to me that he spoke.

This sentence is correct idiomatic English, but it cannot be disposed of by the rules of grammar. It is equivalent to "It was I to whom he spoke," which is easily analyzed.

7. The swans on still St. Mary's lake float double, swan and shadow.

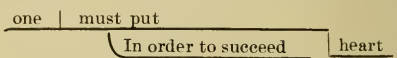
Double is an adjective in predicate. **Swan** and **shadow** are predicate nouns of another clause, "They float swan and shadow."

8. Be of the same mind, one toward another.

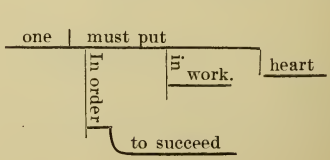
Of the same mind is an adjective phrase. **One** may be parsed as the subject of another clause, "One be of the same mind toward another." **Toward another** probably modifies **mind.**

9. In order to succeed in any undertaking, one must put heart in his work.

In order to succeed means the same as **to succeed,** and I believe it may all be taken as the infinitive. Some will prefer to call **in order** a preposition, and parse **to succeed** as its object.

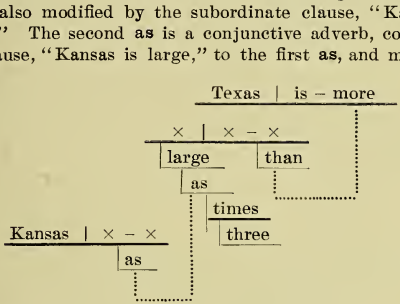


Or,



10. Texas is more than three times as large as Kansas.

A complex sentence. "Texas is more" is the principal clause. The subordinate clause, "(Extent) three times as large as Kansas (is much)," modifies **more.** **Than** is the connective, a conjunctive adverb. Of the subordinate clause, **extent,** understood, is the subject, modified by **large.** **Large** is modified by **as,** an adverb of degree. **As** is modified by **times,** a noun in the objective case without a governing word. **As** is also modified by the subordinate clause, "Kansas (is large)." The second **as** is a conjunctive adverb, connecting the clause, "Kansas is large," to the first **as,** and modifying **large.**



Texas is more than extent, three times as large as Kansas is large, is much.

11. Analyze and diagram these sentences:

1. Whoso sheddeth man's blood, by man shall his blood be shed.
2. If the world be worth thy winning, think, oh! think it worth enjoying.

Worth is an adjective. Only one **think** should be used in the analysis or diagram.

3. My Antonio, I am all on fire.
4. My! Antonio, I am all on fire!
5. My Antonio, I am standing on fire.
6. It is better to be right than to be president (is good).
7. It is easier to be (he, him) than to be myself.

Many will parse **president** and **myself** in the nominative case. Think carefully.

LESSON LIV.

Analyze and diagram these sentences:

1. A few suggestions will be of practical value.
2. Outward conduct is of little value except as an indication of inward thinking.

Except is a preposition, having **indication** as its object. **As** is merely introductory.

3. Yet outward conduct must be looked to as the most faithful expression of feeling.
4. He fell asleep.
5. The dollars and cents are thought of as one price.
6. They love each other.

Each may modify **other,** but the better way is to parse it in apposition with **they.**

7. They love one another.
8. I am a very foolish, fond old man, fourscore and upward.
9. The light burns dim.
10. The fisherman stood aghast.
11. To the Druids, the mistletoe, a parasitic, evergreen plant growing on certain trees, seemed especially sacred.
12. For mine own part, I shall be glad to learn of noble men.
13. The less you have to do with firearms, the better.

The entire sentence is, "(It is) the better, the less you have to do with firearms." **Less** modifies some noun (care, attention) understood, the object of **have. To do** has the construction of an adjective, and modifies the understood noun. Some may consider **less** the object of **have.**

14. He is expected to come.

To come has the construction of an adjective.

15. A beautiful behavior is better than a beautiful form.
16. Truth, crushed to earth, shall rise again.
17. Orators are like the wind.

LESSON LV.

Analyze and diagram these sentences:

1. These are Clan-Alpine's warrior's true;
 And, Saxon, I am Roderick Dhu.
2. Some are born great, some achieve greatness, and some have greatness thrust upon them.
3. What you make of life it will be to you.
4. Where your treasure is, there will your heart be also.
5. True honor, as defined by Cicero, is the concurrent approbation of good men.
6. I remember its being done.

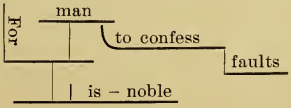
Being done has the construction of a noun in the objective case.

7. I have found a plant answering to the description.
8. I remember, I remember, the house where I was born.
9. Since then, he has resided in Virginia.

Is **since** a preposition?

10. He who judges least, I think, is he who judges best.
11. I am sorry to hear it.
12. Do not expect to govern others unless you have learned how to govern yourself.
13. The predominant passion of Franklin seems to have been the love of the useful.
14. His conduct was, under the circumstances, in very bad taste.
15. Columbus felt that there was a continent to be discovered.
16. That ought to have been thought of.
17. For a man to confess his faults is noble.

The object of **for** is **man to confess his faults.** **Man** is the objective subject of **to confess.** A noun is not the object of a preposition and the objective subject of an infinitive at the same time.



LESSON LVI.

Correct where necessary, and analyze these sentences:

1. We should not be overcome totally by present events.
2. He lived in a manner agreeably to the dictates of reason and religion.
3. Be so kind as to read this letter.
4. They need not be alarmed.
5. He is not rich, but is respectable.

When in the course of the sentence we pass from the affirmative to the negative, or the contrary, the subject should be repeated.

6. Anger glances into the heart of a wise man, but will rest only in the bosom of fools.

Remember that coördinate conjunctions usually connect same cases, modes, tenses, etc.

7. To profess regard and acting differently mark a base mind.
8. He was a teacher, but is now a lawyer.
9. It is no more but what he ought to do.
10. Neither good nor evil come of themselves.
11. Trust not him whom you know is dishonest.
12. Trust not him who you know to be dishonest.
13. It is so clear as it needs no explanation.
14. This word is only found in Shakespeare.
15. There are oak trees and walnut trees in that grove; on the former are walnuts, and on the latter are acorns.
16. An oak tree and a walnut tree are standing on the hill; the one bears walnuts, and the other bears acorns.

LESSON LVII.

Make the necessary corrections, and analyze these sentences:

1. Cato, before he durst give himself the fatal blow, spent the night in reading Plato's Immortality.
2. None knew thee but to love thee.
3. Somebody told me, but I forget whom.
4. Would that my brother was here.
5. I rely on your coming in good season.
6. We learned that the air was composed of two gases.
7. Great benefits may be derived from reading of good books.
8. A fondness for display is, of all other follies, the most ridiculous.
9. No one (beside, besides, except) the immediate family was present at the funeral.
10. Six months' interest are due.
11. He is a friend of the teacher's.
12. You might come for at least a (few, couple of) days.
13. Here is a fresh basket of eggs.
14. If fresh milk seems to make the child sick, boil it.
15. Slow rises worth by poverty depressed.
16. Fruit, as well as flowers, will carry their perfume.
17. It is you that is to be nominated.
18. The prince, and the duke too, have received their allowance.

LESSON LVIII.

Analyze and diagram these sentences:

1. No man is so wise that he cannot learn more.
2. Flowers are like familiar friends that we love to meet.
3. The crocodile is so difficult to kill that people are apt to imagine that the scales have resisted their bullets.
4. He that cannot forgive others breaks the bridge over which he himself must pass.
5. He that observeth the winds shall not sow, and he that regardeth the clouds shall not reap.
6. The faster you go, the sooner you will reach home.
7. Nitrous oxide, or laughing-gas, produces insensibility.
8. No man is so fortunate as always to be successful.
9. We know what we are, but we know not what we may be.
10. The latest gospel of the world is: Know thy duty, and do it.
11. "Nothing," says Quintilian, quoting from Cicero, "dries sooner than tears."
12. We look for a new heaven and a new earth wherein dwelleth righteousness.
13. Murmur not, O man! at the shortness of time, if thou hast more than is well employed.
14. We may not be able to accomplish all we desire, but shall we therefore sit still with folded hands?
15. It is true that the sun pours down his golden flood as cheerily on the poor man's cottage as on the rich man's palace.
16. The Chinese pitcher-plant is quite common in Ceylon, where it is called the monkey-cup, because the monkeys sometimes open the lid and drink the water when there is no spring of water where they can quench their thirst.

LESSON LIX.

Analyze and diagram these sentences:

1. 'Tis with our judgments as with our watches: none go just alike, yet each believes his own.
2. It was Watt who told George II. that he dealt in an article of which kings were said to be fond — power.
3. Nor is it given us to discern what forged her cruel chain of moods, what set her feet in solitudes.
4. Both Pitt and Wellington were great men; the former in peace, the latter in war.
5. You cannot teach an old dog new tricks.
6. I was told this story while we were traveling in Egypt.
7. He was offered a large sum of money for his vote.
8. And the voice that was calmer than silence said, "Lo! it is I; be not afraid."
9. Be it ours to hope and to prepare, under a firm and settled persuasion, that, living and dying, we are His.
10. He made no secret of my having written the review.
11. Teach me to hide the fault I see.
12. The ship was lost sight of in the darkness of the night.
13. All persons are forbidden to trespass on these grounds.
14. At midnight, in his guarded tent,
 The Turk lay dreaming of the hour
 When Greece, her knee in suppliance bent,
 Should tremble at his power.
15. There is no need that she be present.

LESSON LX.

Correct where necessary, analyze, and diagram:

1. All are gone but him and me.
2. He is the man whom I told you about.
3. They came just behind father and I.
4. Richard is himself again.
5. It was the one whom you said it was.
6. God seems to have made him what he was.
7. A horse costs three times as much as a cow.

Costs is intransitive.

8. As many as came were satisfied.
9. Such as are virtuous are happy.
10. The fugitive threatened to shoot whomever tried to stop him.
11. I knew the man who the general appointed captain.
12. You cannot reap until after you sow.
13. The higher the bird flies, the more out of danger it is.
14. Of all the other Roman orators, Cicero is most renowned.
15. I have no other hope but this.
16. A whole month has passed since you have arrived.
17. The Mississippi has been very high this year.
18. The Ohio has been very high last month.

LESSON LXI.

Each of these sentences contains at least one error. Make the necessary corrections, and then analyze:

1. If he be sincere, I am satisfied.
2. It is no more but his due.
3. Those set of books were much prized.
4. Flatterers flatter as long and no longer than they have expectation of gain.

5. The visitor told the same story which you did.
6. David, the son of Jesse, was the youngest of his brothers.
7. We need not to be afraid.
8. He expected to have gained more by the transaction.
9. Is it me that you mean?
10. If this were his meaning, the prediction has failed.
11. To study diligently and to behave well is commendable.
12. It are commendable to study diligently and to behave well.
13. He loves no interests but that of truth and virtue.
14. I only spoke three words on the subject.
15. Hannibal was one of the greatest generals whom the world ever saw.
16. These are the rules of grammar by the observing which you may avoid mistakes.
17. There is no book published, which when we examine it carefully, we cannot find mistakes in it.
18. He accused his companion for having betrayed him.
19. Let your promises be few, and such that you can perform.
20. The winter has not been so severe as we expected it to have been.
21. My sister and I, as well as my brother, are employed in their respective occupations.
22. This grammar was purchased at Leighton's, the bookseller's.
23. The time of the teacher making the experiment at length arrived.
24. This picture of the art dealer's does not much resemble him.
25. These pictures of the art dealer were sent to him from Europe.

LESSON LXII.

CAPITALS AND PUNCTUATION.

1. A capital letter should be used —

 1. For the first letter of every sentence.
 2. For the first letter of every proper noun.
 3. For the first letter of every line of poetry.
 4. For the first letter of every direct quotation.
 5. For the first letter of every abbreviation that represents a proper noun.
 6. For initials that represent proper nouns.
 7. For the words **I** and **O.**
 8. For the first letter of all names applied to the Deity.
 9. For the first letter of a strongly personified object; as, "Come, O life-giving Hope!"

2. The comma should be used —

 1. To separate the name of the person addressed from the remainder of the sentence.
 2. To separate the words of a series. The word **and** is seldom used in a series except between the last two, but if **and** is used between every two, no comma should be used.
 3. To separate two adjectives modifying the same noun when **and** is omitted.
 4. To show omission of a word or words, especially in writing a name and its address, and dates; as, **John Wilson, Boston, Mass.; July 4, 1896.**
 5. To set off words, phrases, and clauses out of their natural order, and non-restrictive clauses.
 6. To set off a noun clause used as attribute complement.
 7. To set off a noun clause used as the subject, if it is long, or if it ends with a verb.
 8. To set off parenthetical expressions.
 9. To set off appositives, unless short and used as part of the name.

10. To set off participial phrases and relative clauses, when not restrictive.
11. After **as, to wit, namely,** etc., when they introduce examples or illustrations.
12. To separate pairs of words joined by conjunctions; as, "Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote."

3. A period should be used —

1. At the close of each declarative and imperative sentence.
2. After each initial.
3. After every abbreviation.

4. The interrogation point should be used at the close of every interrogative sentence.

The interrogation point is not used at the close of an indirect question; as, "He asked me if I knew who wrote the book."

5. The exclamation point should be used after interjections (except **O**), and usually at the end of exclamatory phrases and sentences.

6. The semicolon should be used —

1. Before **as, to wit, namely,** etc., when followed by examples or illustrations.
2. To separate clauses having parts separated by commas.

7. The colon is used —

1. Before a quotation, when formally introduced by **thus, as follows,** etc.
2. Usually after the complimentary address at the beginning of a letter; as, "Dear Sir: In answer to yours," etc.

8. The hyphen is used —

1. Between syllables when they are divided at the end of a line.
2. To join the parts of a compound word.

9. Quotation marks should be used to inclose words and sentences taken from another.

A quotation within a quotation is inclosed by single marks.

Notice the location of the interrogation point and quotation marks in these sentences:

1. Did you hear the boy say "Let me go"?
2. He heard the boy say "Where am I?"

10. Marks of parenthesis are used to inclose something incidental or explanatory, which may be omitted without destroying the sense; as —

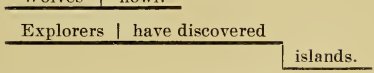
1. Then Otis (for he was the commanding officer) gave the order to advance.
2. I censured him (do you blame me?) for his conduct.

The marks of parenthesis indicate that the inclosed part has less connection with the rest of the sentence than if inclosed by commas.

11. Brackets are used to give an explanation, to correct a mistake, to supply an omission, or, when within quotations, to indicate that the words inclosed are not those of the author; as —

1. Yours [the American] is a nation of freemen.
2. He said he knew who [whom] they selected.
3. I know her better than you [know her].
4. James Russell Lowell says: "No man [and this term will include woman] is born into the world whose work is not born with him."

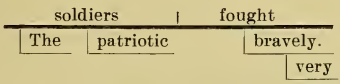
DIAGRAMS.



The subject and predicate are written on a heavy horizontal line, and are separated by a short vertical line.

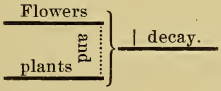
The object is written on a lighter line placed after the predicate and a little below it.

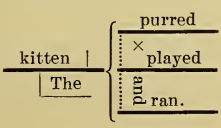
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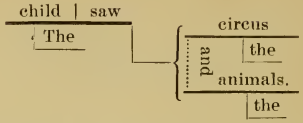


Modifiers are written on light lines, and are placed under the words they modify.

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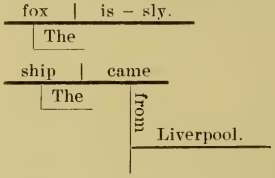






In the last diagram on preceding page, **and** is left out between **purred** and **played.** Its place is marked with a cross (×).

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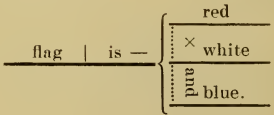


Sly is an adjective modifying **fox,** but it is part of the predicate. Notice the dash between **is** and **sly.**

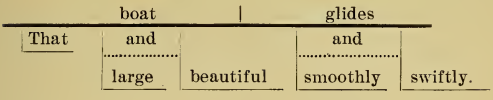
A phrase is placed under the word it modifies. The preposition line extends below the line on which the object of the preposition is written.

* * *

The flag of the United States is red, white, and blue.

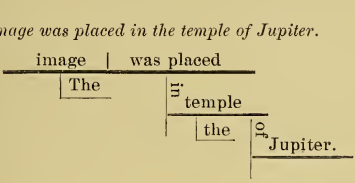


That large and beautiful boat glides smoothly and swiftly.

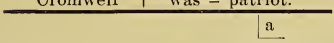


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The image was placed in the temple of Jupiter.



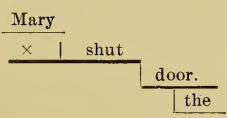
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The predicate noun is separated from the verb by two dashes (the sign of equality). It always means the same person or thing as the subject.

* * *

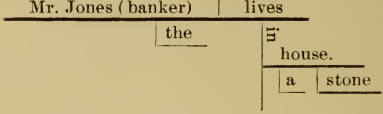
Mary, shut the door.



Words used independently are not connected with the sentence.

You, the subject of **shut,** is not expressed; that is, it is understood. Its place is indicated by a cross (×).

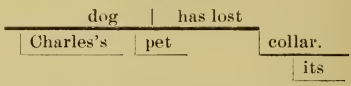
Mr. Jones, the banker, lives in a stone house.



A word in apposition is written on the same line as the word it explains, and is inclosed in a parenthesis.

* * *

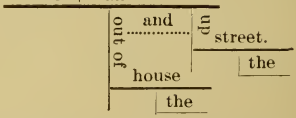
Charles's pet dog has lost its collar.



A noun or pronoun in the possessive case is placed as a modifier of the thing possessed.

* * *

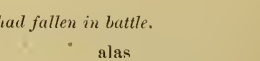
Out of the house and up the street he ran.



The conjunction **and** connects the two phrases.

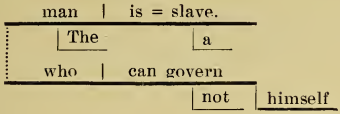
* * *

Many, alas! had fallen in battle.



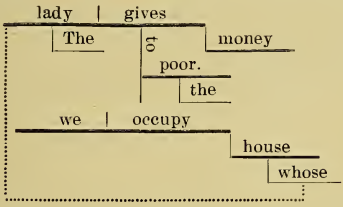
Interjections are not connected with the sentence.

The man who cannot govern himself is a slave.



* * *

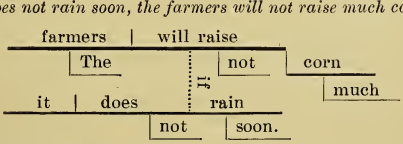
The lady whose house we occupy gives money to the poor.



As the relative pronoun is a connective, it is joined to its antecedent by a dotted line.

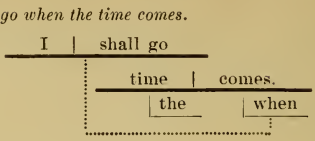
* * *

If it does not rain soon, the farmers will not raise much corn.



In a complex sentence, the simple conjunction is placed on a dotted line connecting the predicate of the subordinate clause and the word in the principal clause modified by the subordinate clause.

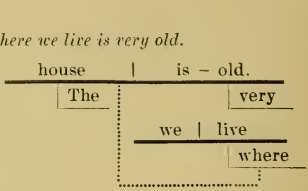
I shall go when the time comes.



Besides being a connective, **when** is an adverb (conjunctive adverb), modifying **comes**; therefore, it is written under **comes**, and is connected by a dotted line to the word modified by the subordinate clause.

* * *

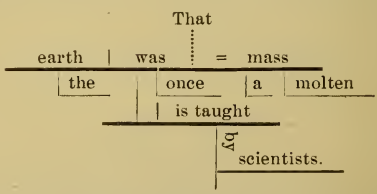
The house where we live is very old.



The dependent clause, "where we live," is an adjective clause modifying **house. Where**, the connective, modifies **live**, and connects the dependent clause to **house.**

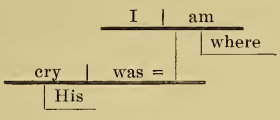
* * *

That the earth was once a molten mass, is taught by scientists.



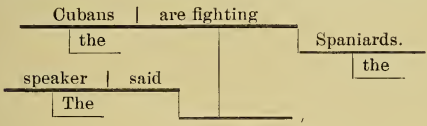
That is a conjunction, used as an introductory word, and is placed above the predicate, with which it is connected by a dotted line.

His cry was, "Where am I?"



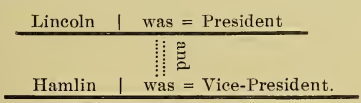
* * *

The speaker said, "The Cubans are fighting the Spaniards.



* * *

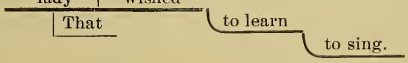
Lincoln was President and Hamlin was Vice-President.



The conjunction (coördinate conjunction) connecting the clauses of a compound sentence is written on a double-dotted line.

* * *

That lady wished to learn to sing.



To go is pleasant.



To read books is pleasant.

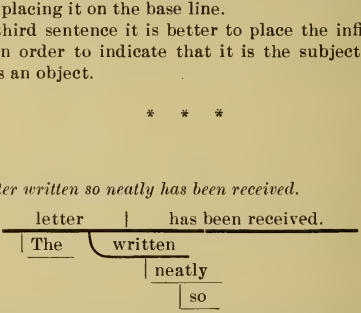
The infinitive is written on a curved line.

In the first and second the infinitive might be placed above the base line, as in the third, but it is not necessary. The fact that it is an infinitive, and its construction (office), can be shown by placing it on the base line.

In the third sentence it is better to place the infinitive on a support, in order to indicate that it is the subject of **is**, and that it has an object.

* * *

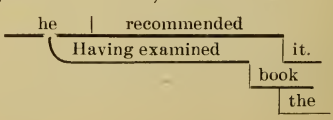
The letter written so neatly has been received.



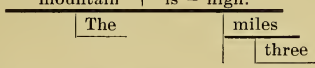
The diagram for the participle is the same as that for the infinitive.

* * *

Having examined the book, he recommended it.



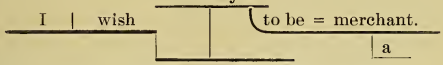
The mountain is three miles high.



A noun in the objective case without a governing word is diagrammed as if it were the object of a preposition, but nothing is written on the preposition line. As no preposition is understood, no cross should be used.

* * *

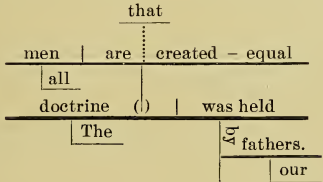
I wish Henry to be a merchant.



"Henry to be a merchant" is the object of **wish.**

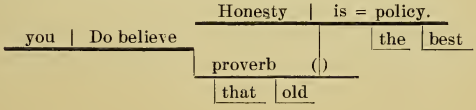
* * *

The doctrine that all men are created equal was held by our fathers.

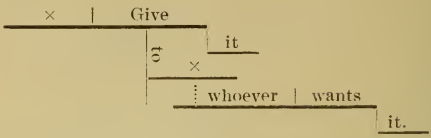


* * *

Do you believe that old proverb, "Honesty is the best policy"?



Give it to whoever wants it.

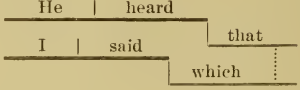


As the antecedent of a compound relative is never expressed, its place is indicated by a cross.

* * *

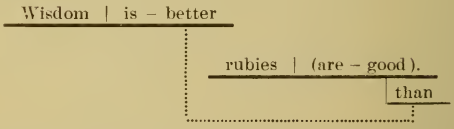
He heard what I said.

What = that which.



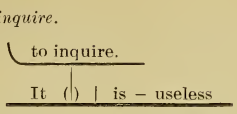
* * *

Wisdom is better than rubies.



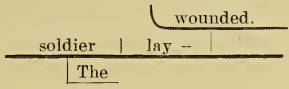
When the comparative degree is followed by **than**, there will always be a complex sentence, and the positive degree of the same word (often not expressed) will be found in the subordinate clause. In such sentences, **than** is a conjunctive adverb, modifying the word in the positive degree and connecting the subordinate clause to the word in the comparative degree.

It is useless to inquire.



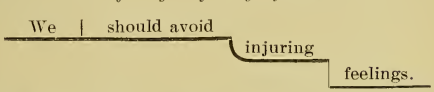
* * *

The soldier lay wounded.



* * *

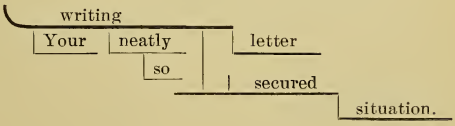
We should avoid injuring the feelings of others.



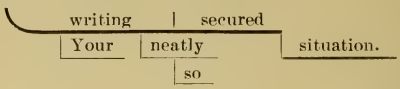
Injuring is a participle, with the construction of a noun, and is the object of **should avoid. Feelings** is the object of **injuring.**

* * *

Your writing that letter so neatly secured the situation.



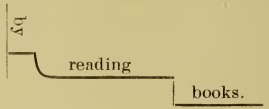
If the sentence were "Your writing so neatly secured the situation," the following diagram could be used:



In this case it is not necessary to place the participle on a support; but when the participle used as the subject has an object, it is difficult to show the office of each word without placing the participle above the base line.

* * *

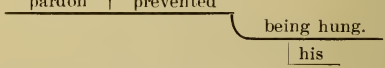
We can improve our minds by reading good books.



Reading is a participle used as the object of **by**, and **books** is the object of **reading.**

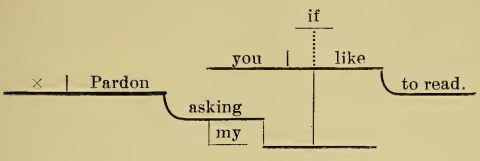
* * *

The pardon by the governor prevented his being hung.



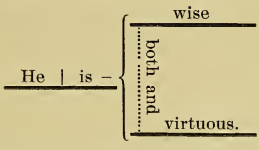
Being hung is a participle, with the construction of a noun, object of **prevented.**

Pardon my asking if you like to read.



* * *

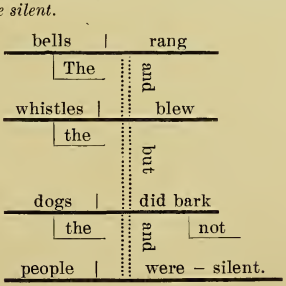
He is both wise and virtuous.



Both and should be taken together and parsed as a strengthened conjunction.

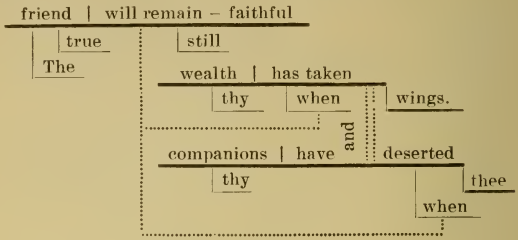
* * *

The bells rang and the whistles blew, but the dogs did not bark and the people were silent.



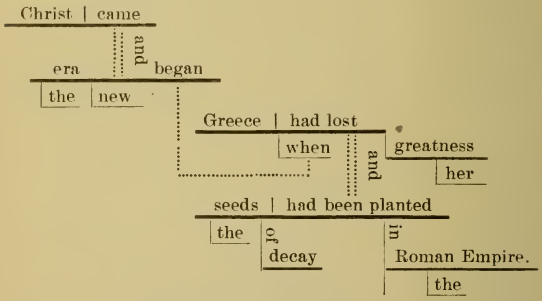
The propositions composing a member should be placed nearer to each other than the two members,

When thy wealth has taken wings, and when thy companions have deserted thee, the true friend will still remain faithful.



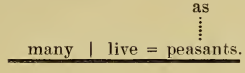
* * *

Christ came and the new era began when Greece had lost her greatness and the seeds of decay had been planted in the Roman Empire.



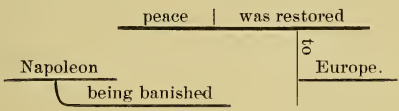
When might be supplied as a modifier of **had been planted,** but it is not necessary. The dependent clause modifies both **began** and **came,** and the dotted line might extend to **came,** also.

Where one lives as a king, many live as peasants.



* * *

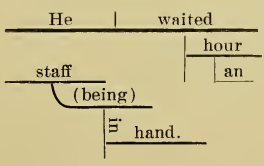
Napoleon being banished, peace was restored to Europe.



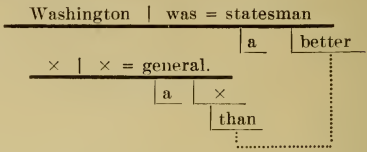
The nominative absolute is not connected with the remainder of the sentence.

* * *

He waited an hour, staff in hand.



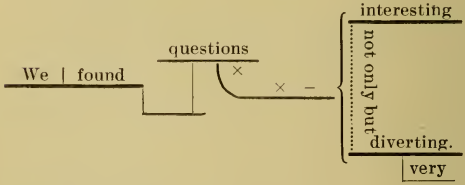
Washington was a better statesman than a general.



Washington was a better statesman than he was a good general. **A** should be omitted before **general,** but it should be used when the omitted words are supplied.

* * *

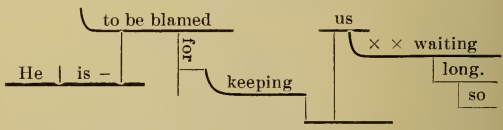
We found the questions not only easy, but very diverting.



Questions is the objective subject of **to be** understood. **Not only but** are all taken together as one conjunction.

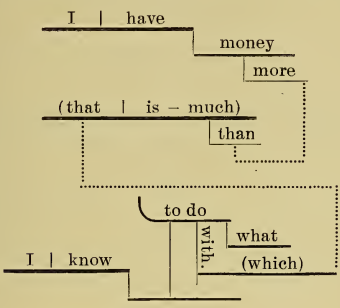
* * *

He is to be blamed for keeping us waiting so long.

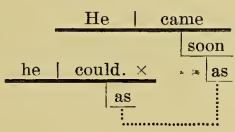


To be is understood before **waiting,** forming the progressive form of the present infinitive.

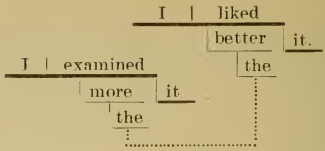
I have more money than I know what to do with.



* * *



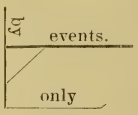
"He came as soon as he could." **Soon** is an adverb, modifying **came**; the first **as** is an adverb of degree, modifying **soon**; the second **as** is a conjunctive adverb, modifying **could (come)**, and connects the subordinate clause to the first **as.** The subordinate clause is an adverb clause of degree, modifying the first **as.** In "He reads as well as he writes," **as well as** is parsed just as **as soon as** in the preceding sentence. In "He, as well as his sister, is expected," **as well as** is parsed as a conjunction.



In "The more I examined it, the better I liked it," the principal clause is "I liked it the better." **Better** is an adverb, modifying **liked.** The first **the** is a conjunctive adverb, modifying **more** and connecting the dependent clause to the second **the**; **more** is an adverb of degree, modifying **examined**; the second **the** is an adverb of degree, modifying **better**; the dependent clause, "I examined it the more, is an adverb clause of degree, and modifies the first **the.**

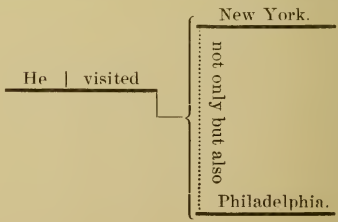
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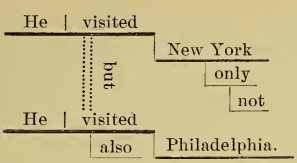
Fools judge only by events.



* * *

He visited not only New York, but also Philadelphia.

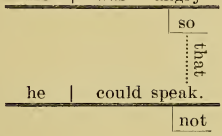




Of these two diagrams, I prefer the one on p. 300.

* * *

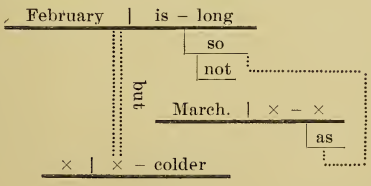
He was so angry that he could not speak.



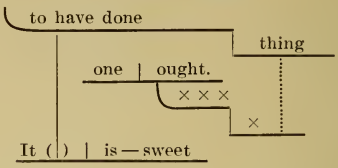
Either or, neither nor, whether or, both and, and some other correlatives, should be diagrammed and parsed as simple conjunctions.

* * *

February is not so long as March, but colder.



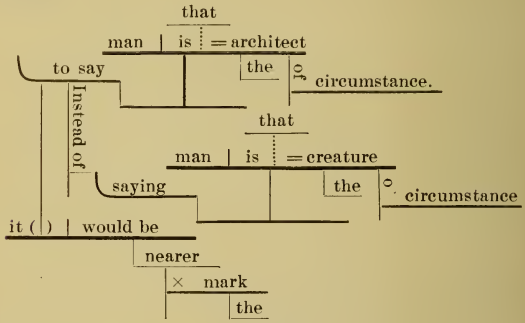
Sweet it is to have done the thing one ought.



The infinitive **to have done,** with all its modifiers, is in apposition with **it.** After **ought, to have done which** is understood.

* * *

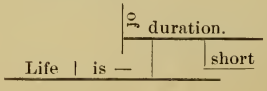
Instead of saying that man is the creature of circumstance, it would be nearer the mark to say that man is the architect of circumstance.



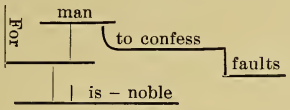
Some would call **nearer** an adjective.

* * *

Life is of short duration.



For a man to confess his faults is noble.



The object of **for** is **man to confess his faults.** **Man** is the objective subject of **to confess.** A noun is not the object of a preposition and the objective subject of an infinitive at the same time.

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